DOCUMENT RESUME

ED 362 811 CG 025 072

AUTHOR Rhone, Elvie
TITLE Develop and Implement a Preventive Substance Abuse Program for K-8 Pupils Utilizing a Supplementary Curriculum, Parent Ambassadors, Parent Handbook and Community Groups.
PUB DATE 93
NOTE 141p.; Ed.D. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Community Role; *Drug Education; Elementary Education; *Elementary School Students; *Parent Participation; *Prevention; *Substance Abuse

ABSTRACT

A practicum was designed to increase the number of elementary pupils who would be able to identify legal and illegal substances and to make informed decisions in their daily lives. Secondary goals of the practicum were to increase the number of pupils who attained good school attendance and who exhibited good self-esteem, and to increase the number of parents and community organizations participating in school activities. A supplementary curriculum appropriate for the given population, a school handbook to publish the drug policy and school procedures, parent ambassadors, community collaboration, and classroom instruction were major program components. Parents served as change agents for the students; learned, planned, and served in the classroom with teachers; and attended inservices and learned to monitor the school grounds and become drug-free advocates in their communities. An evaluation of the practicum revealed that parent involvement improved significantly and the pupils were better able to identify factors related to substance abuse, make informed decisions, and make positive attitudinal changes. Additionally, teachers, parents, and the community formed partnerships. Parents became school advocates for a drug-free environment. Noted gains were made in student attendance. An unanticipated result was the redefined role of the counselor as a change agent. This role was demonstrated by the many informal counseling sessions that were needed to assist parents, teachers, and other participants in the program. The appendixes include survey forms and survey results. (Contains 49 references.) (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 362 811

Develop and Implement A Preventive Substance Abuse Program for K-8 Pupils Utilizing A Supplementary Curriculum, Parent Ambassadors, Parent Handbook and Community Groups

by

Elvie Rhone

Cluster XLII

A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

NOVA UNIVERSITY

1993

CG025072

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Rhone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Jerry E Johnson
Jerry Johnson

Principal
Title

4421 South State
Address

5-5-93
Date

This practicum report was submitted by Elvie Rhone under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 1993
Date of Final Approval of Report

Georgianna Lowen
Georgianna Lowen, Ed.D.
Adviser

ACKNOWLEDGEMENTS

The writer would like to thank her practicum adviser, Dr.Georgianna Lowen, for her encouragement and direction. Additionally, she would like to extend a warm thank you to her unit administrator, Dr. Jerry Johnson, for permitting an innovative program to be implemented in his building. Finally, a special thanks is expressed to the writer's family for their continuous support, understanding and love throughout this practicum.

Table of Contents

		Page
ACKNOWLEDGEMENTS		iv
TABLE OF CONTENTS		v
LIST OF TABLES		vii
ABSTRACT		viii
Chapter		
I	INTRODUCTION	1
	Description of Work Setting and Community	1
	Writer's Work Setting	3
II	STUDY OF THE PROBLEM	5
	Problem Description	5
	Problem Documentation	6
	Causative Analysis	12
	Relationship of the Problem to the Literature	15
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	20
	Goals and Expectations	20
	Expected Outcomes	20
	Measurement of Outcomes	21
IV	SOLUTION STRATEGY	26
	Discussion and Evaluation of Solutions	26
	Description of Solutions Selected	31
	Report of Action Taken	48

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS..... 55

Results/Conclusions..... 55

Discussion..... 70

Recommendations..... 72

Dissemination..... 73

REFERENCES 74

Appendices

A STUDENT AND SCHOOL NEEDS ASSESSMENT 1992.. 81

B MATRIX OF ILLINOIS AND NATIONAL GOALS..... 87

C STUDENT SURVEY..... 89

D SCHOOL REPORT CARD..... 91

E STUDENT ACHIEVEMENT PROFILE..... 100

F SCHOOL PROFILE-TEACHER'S REPORT..... 102

G SURVEY OF PUPILS..... 105

H SURVEY OF PUPIL ATTITUDES..... 107

I SURVEY OF OVERALL PROGRAM..... 109

J PARENT APPLICATION..... 113

K PARENT ACCEPTANCE LETTER..... 115

L STUDENT SCHOOL NEEDS ASSESSMENT, 1993..... 117

LIST OF TABLES

Table

1. Survey of School Staff and Parents of Major Problems..... 7

2. Number of Pupils Who Identified Common Household Substances as Not Dangerous..... 9

3. Number of Pupils Who Do Not Understand Decision Making..... 10

4. Parent Involvement for School Year 1992..... 11

5. Comparison of The Number of Pupils Who Identified 5 Factors Related to Good Health..... 57

6. Comparison of The Number of Pupils Who Identified 5 Factors Related to Substance Abuse..... 58

7. Comparison of Number of Pupils Who Identified 5 Common Household Substances as Dangerous... 59

8. Number of Pupils Who Understand Actions Related to Decision Making..... 61

9. Comparison of The Number of Pupils Who Showed A Change In Attitude..... 62

10. Results of the Survey on the Effectiveness of the Preventive Substance Abuse Program..... 65

11. Comparison of Parent Involvement..... 69

ABSTRACT

Develop and Implement A Preventive Substance Abuse Program Utilizing A Supplementary Curriculum, Parent Ambassadors, Parent Handbook and Community. Rhone, Elvie, 1993: Practicum II Report, Nova University, Ed.D Program in Early and Middle Childhood. Descriptors: Self Esteem/Decision Making/Parent Involvement/Partnership Counseling/School Safety Drug Free/Inservice/Parent-Teacher Partnerships/Community Involvement/Extended Day/Substance Abuse/Redefining Counseling Services/School Improvement/State Grant/Curriculum Improvement.

The aim of this practicum was to increase the number of elementary pupils who would be able to (a) identify legal and illegal substances and (b) make informed decisions in their daily lives. The secondary goals were to: (a) increase the number of pupils who attain good attendance, (b) increase the number of pupils who exhibit good self esteem, and (c) increase the number of parents and community organizations who participate in school activities.

A supplementary curriculum appropriate for the given population, a school handbook to publish the drug policy and school procedures, parent ambassadors, community collaboration and classroom instruction were the major components of the program. The writer prepared a grant to the state to defray the cost of the program. The unique feature was the school/parent, community partnership that evolved. The parents participated as change agents and learned, planned, and served in the classroom with the teachers. Additional inservice was conducted for the parents to teach them how to monitor the school grounds and become drug free advocates in their communities. The parents were highly visible in attire that identified them as drug free advocates.

An analysis of the data revealed that parent involvement improved significantly and the pupils were better able to identify factors related to substance abuse, make informed decisions and make positive attitudinal changes. Additionally, teachers, parents and community formed partnerships. Parents became school advocates for a drug free environment, and noted gains were made in pupil attendance. An unanticipated result was the redefined role of the counselor as change agent which was demonstrated by the many informal counseling sessions that were needed to assist parents, teachers and other participants.

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do (X), do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

5-5-93
Date

Elvie Rhone
Signature

CHAPTER 1

INTRODUCTION

Description of Community

The work setting is an elementary school in a large metropolitan midwestern city. The school is a uniquely designed structure with arched shaped windows, twenty two classrooms, a multi-use room, library, lunchroom and six well appointed offices. It is constructed around a garden of fruit trees. For 28 years this institution has provided hope for 550 pupils whose living conditions are below standard. It is a high density population in which about 80% of the membership resides in two high rise public housing facilities.

The school serves children from pre-school through grade eight. There are thirty teachers, six teacher aides, two community aides, a principal and a counselor. A nurse, psychologist, social worker and speech therapist provide weekly service to the school and make up the pupil personnel team. Over a quarter of the staff have ten years or more of teaching experience and hold Masters Degrees. Additionally, the staff is sixty percent black and forty percent white. The student population is one hundred percent black.

This institution is a Title I school which qualifies it for additional State and Federal aid. Programs at this school include three computer labs, extended day programs, outdoor camping, music, art, health, fine arts, counseling and special education. A lot of emphasis is placed on exposure to activities outside of the immediate area. There is a local school council which is responsible for helping with local decision making regarding the yearly school improvement plan.

The community is over-populated, depressed and often a haven for corruption and high crime. The family structure is disintegrated and plagued by factors that are commonly found in a poverty-stricken area. Some of those factors include divorce, separation, unemployment, mental/physical abuse, imprisonment, early pregnancies, untimely deaths, drugs and other substance abuse. A large majority of the families receive public welfare and are headed by a single parent. (80% of the families).

A unique feature of this school/community is the strong desire of a few who make it against all odds. Five of the former students have returned to the school as part of the professional staff and/or in career service positions.

Community agencies are present but are only able to provide a band-aid treatment to the many problems. The

programs for the teenagers mostly consist of sports, tutoring and field trips. Overall the social agencies are poorly staffed and under financed which limit their impact on the total population.

Writer's Work Setting and Role

The writer is a counselor in the school. She holds two Master's Degrees, one in Guidance and Counseling and one in Educational Administration. She also completed an internship at the local County Hospital. Her experiences include: Instructor at the County School of Nursing; Consultant/Supervisor, County Department of Public Aid; Teacher/Consultant for mathematics textbook, Houghton Mifflin Company; Team Leader for Summer Curriculum Writers-Science Department; Classroom Teacher.

In addition to serving as the counselor at the school, she is the case manager and is part of the school administrative team.

As an adjunct to having specialized skills and information to offer the pupils, the counselor provides an opportunity for each pupil to have continuous contact with a person with whom problems or ideas can be explored and clarified. She is always available to confer with the teachers, parents, community agencies and administrators. Counseling, consulting and coordinating are the vehicles through which the

counseling duties are performed. The overall functions of the counselor include: providing continuous guidance and counseling for all pupils, accepting and processing referrals for different needs, disseminating information and consulting with parents, teachers and others. As case manager, the writer is responsible for the entire special education program. About 20% of the school population are involved in special education programs. She also maintains all of the records, provides for transportation and facilitates the computer updates.

The special education pupils have not presented any special behavior problems and have not been singled out as a part of this improvement plan.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

With the increase in the number of suspected unexplained drug related student incidents and the renewed interest in National Educational Goal #6, the writer along with the building administrator began to query the pupils about their knowledge of substance abuse. Additionally, two out of three parents and community leaders began to report to the school incidents of drug use and indicated drugs as a major problem in the immediate area. Five of the pupils were found to be in possession of drugs and numerous school incidents were believed to be due to drug activity. There were instances reported by the police that implicated ten pupils in this unit as being involved in the sale of drugs. Students' behavior and student attendance were also factors that caused some concern.

Local community groups were involved in substance abuse workshops for the adult population and a few parents were known to seek help for their drug problem. Student abuse by parents was on the increase and the pupils began to exhibit mixed feelings in terms of what were considered appropriate responses to daily conflicts

with peers and adults. The local school board and state school boards began to advocate that each local unit develop programs unique to their population. They also circulated Request for Proposals to encourage the schools to develop programs and educate the pupils of all ages about the hazards of drugs.

The problem was that 90% of the 525 pupils enrolled at this unit were inadequately prepared to recognize the various types of illegal and legal substances and to make informed decisions to prepare them for future success. On a daily basis, the pupils were confronted with drugs and other ills of the society in their immediate environment. Repeated instances of poor decision making had made the pupils unsure of the adult world and not in control of their actions.

Problem Documentation

The existence of the problem was documented by (a) surveys, (b) needs assessments, (c) pupil survey (d) parent sign in sheets/report card pick up and (e) federal, state and local policy makers.

A schoolwide survey circulated to the teachers in February, 1992, indicated that 90% of the teachers felt that substance abuse and poor self esteem were major problems in the area. (see Table 1).

Table 1

Survey of School Staff and Parents of Major Problems

N = 125

Major Problems	Major Problem	Not A Problem
Low Expectations	25	100
Substance Abuse	113	12
Poor Parenting	30	95
Low Self Esteem	112	13
Poor City Services	65	6

Note in Table 1 above that 113 parents and teachers identified substance abuse and 112 parents and teachers identified low self esteem as major problems affecting the pupils at this unit.

The Needs Assessment, 1991, conducted annually by the central office ranked a need for a preventive substance abuse program as a high priority. In Appendix A, 46% of the parents and staff noted a need for outcomes for students at this school for opposition to drug use. Also, 44% of this same group denoted a need for outcomes on self confidence. Other high priorities include 49% indicated a need for outcomes related to critical thinking and 66% indicated a need for outcomes related to positive self-image.

A survey administered by the counselor in November, 1991 to 20 pupils, grades 6th, 7th and 8th randomly selected, indicated that 18 of the pupils needed to know the dangers of common household substances. A discussion with some of the pupils further dramatized this need in that some felt that the substances were not harmful because they see them used so frequently around their homes. An example is the use of rubbing alcohol and fly spray. Several students have been reported as receiving injuries from common household substances. A few students even told of incidents of using rubbing alcohol internally for various health problems. Only one student knew that reading the label was important and that most of these substances carry warnings on the labels. Many of the students indicated that they handled these types of substances without precautions or extra care. The pupils were permitted to free associate their experiences in terms of substances found in the home. The five substances listed were mentioned most often and appeared to present a true hazard because of their availability. The tone of the discussion was that there is no danger, so why the concern? See Table 2 for an analysis of each of the substances that were discussed and surveyed.

Table 2

Number of Pupils Who Identified Common Household Substances as Not Dangerous

N = 20

Substances	Dangerous	Not Dangerous
Rubbing Alcohol	1	19
Bleach	3	17
Rat Bait	3	17
Fly Spray	1	19
Cleaning Fluid	2	18

Table 2 above illustrates that of the 5 household substances presented, only one to three pupils indicated that they could be dangerous. This represented a mandate to teach the concept of the hazards of these types of substances.

Another survey was administered to three hundred pupils in an effort to get a broad view of their understanding of decision making since it is an underlying factor in all areas of action and behavior. This survey was administered in February, 1992.

Table 3

Number of pupils Who Do Not Understand Decision Making

N = 300

Action	Involved With Decision Making	Not Involved With Decision Making
Making choices	25	275
Appropriate responses	10	280
Staying out of trouble	60	240
Fighting often	15	285
Obeying school rules	20	280

The above table indicates that 90% of the pupils do not understand decision making as a skill to improve their everyday activity and as a means of resolving conflict. It may even be inferred that these pupils did not use decision making in their daily contact. Of the five common activities, only 10 to 60 pupils recognized these activities as involving some phase of decision making.

Parents can play a major role in improving the academic as well as the social skills of their children. Constant school contact or involvement has been indicated as a needed factor in the reform of education. An analysis of the parent sign in sheets and the number of parents picking up their children's report cards

indicated that 70% to 79% of the parents had this kind of contact with the school. Also, only 20 parents served as volunteers during the 1991-1992 school year. (See Appendix D).

Table 4

Parent Involvement for School Year 1991 - 1992

Report card pick up	79%
Routine visits	35%
Conferences (scheduled)	25%
Parent volunteers	.03%

Notice in Table 4, only .03% of the parents volunteered their time during the past school year and 35% visited the school without having a specific invitation or request. The report card pick up percent is indicated in the State Report Card published by the State Department of Education for all of the state schools.

Federal, state and local policy makers indicated that all pupils need to know the effects of misuse and abuse of various substances and be provided with a drug free environment. Appendix B, Matrix of Illinois and

National Goals, indicates that the state and federal goals are congruent with each other.

Causative Analysis

In a depressed, drug infested environment there are many contributing problems that impact on the decorum of the school and the demeanor of the pupils. Based on the research available, observations by this writer, and conferences with parents, pupils and educators, there were four major contributing causes for the problem. The four causes identified for this practicum were (a) lack of adequate information; (b) poor role models/poor self esteem; (c) lower socio-economic levels and (d) a need for partnerships with pupils, parents, community and school.

The pupils were not exposed in the school or in the homes to the basic facts as to what constituted good mental, physical and emotional health. The nurse, social worker and counselor frequently indicated in their written profiles that the pupils in general exhibit poor health habits. Often attendance officers making home visits indicated that the reason for absences was poor health profiles and/or inadequate health maintenance. Inadequate excercise, poor eating habits and negative emotional responses to day to day activities are often compounded and create potentially

serious problems. A lack of education in terms of these factors appears to be the underlying problem. The information may be available in community establishments but many persons in this area do not know how to access the services.

Statistical information and the latest literature supported the conclusion that pupils who are without good role models and self esteem become high risk for substance abuse and other problems. There is also a positive correlation between poor self esteem and poor school performance. On a daily basis, the pupils in this area face failure and see their role models in a demeaning posture. This makes them feel powerless and not self supporting. This kind of situation left the children without a support system in the immediate environment and without an adult to provide the guidance and assistance needed to promote healthy growth. Additionally, the students were confronted and encouraged to break the law by the only role models they had in the immediate area. They must develop strong self esteem and self confidence to be able to resist this kind of pressure. Parenting skills which are beyond the scope of the school also impacted on the pupils. The parent volunteer/teacher coordinator often indicated how limited the parents were and were not capable of helping their children. Many of the parents are very young and were teenage parents. Substance

abuse among the parent population had increased and the school was simply the mirror of this society problem.

Pupils who are socially and academically at risk and from the lower socio-economic level need special techniques and instructions to be able to make appropriate decisions. Some educators view education as a social system of its' own and should reflect the components of the environment. Educational systems have and are now experimenting with programs as male responsibility, programs exclusively for black males and other similiar activities in an effort to identify what it takes to bridge the gap with the minority population. Many large school systems are under attack to try to find innovations for the At Risk Students. Most of these programs are nothing more than presenting role models and building self esteem. Females of all levels have not received as much attention but are equally in need of more guidance and counseling. Teenage pregnancies, female gangs and other negative activities including drugs are indications of this need. Children of mothers who are substance abusers are potential problems for the schools and for society. In this area, there had been a dramatic increase in the number of mothers who are drug abusers.

Another cause for the problem was that parents, pupils, community and school needed to work in concert with each other to promote a drug free environment. The

schools are under-funded and many times programs are ill-conceived which doom them to failure. The schools merely reflect the morals and values of the environment which was a mandate within itself for greater cooperation and coordination of efforts. There must be partnerships formed to make all parties change agents.

Relationship of the Literature to the Problem

Substance abuse in the elementary and high schools in this country has become a major threat to the productivity of the academic community. Educators are confused and ill prepared to handle all of the recent problems that are viewed as obstacles to educational success. Local, federal and state policy makers are now beginning to recognize the need for substance abuse programs and are passing laws and procedures to try to encourage drug free schools. Also, it has been recognized that "saying no to drugs" is not adequate for such a large scale problem. It is a problem with every discipline and profession as well as every economic group. Hawley (1990) proclaims that drug addled children and drug riddled schools are a phenomenon of the late 20th century. He further states that educational programs should be undertaken. Reed (1986) notes that the growing epidemic of AIDS has created a crisis for some of the school systems. It is well

established that drug users are noted carriers of the HIV virus primarily due to their life style. This is a dramatic mandate for the schools in general and particularly for the schools located in drug infested areas to teach the facts about drugs.

Special needs have been suggested when working with the minority students. Gilbert (1985) states that the means for teaching poor urban black students differ from those appropriate for teaching other students. Also, the author projects that learning and teaching are socio-cultural processes that take place within given social systems. Abi-Nader (1991) agrees with this concept and suggests a need for new vision.

Substance abuse and misuse may develop from many factors. Research in early years indicated or implied that it was a problem frequently found in poor environments and among minority populations. It is now known that drug use is not a class problem and it is color blind. Although certain drugs may be more common in certain areas, it is due to the cost and not to the class of the user. College campuses, corporate offices, medical personnel, high schools and elementary schools are all plagued by drugs and various other types of abuses.

The moral fabric of the United States as well as other countries is being questioned as one strong factor in the increase in drug use and drug traffic. Schools

cannot tread on the teaching of religion, churches are not well attended, an increased number of church leaders have been prosecuted for crimes against minors and no one is teaching about character, morals and values.

Laws regarding separation of church and school preclude the teaching of religion in the schools. Educators and theorists over the years have insisted that teachers, books and the general dynamics in a classroom impact greatly on morals and values. Any program that tends to suggest right and wrong actions tread on the teaching of morals and values. Ryan (1985) states that moral education is what the schools do to help the young become ethically mature adults, capable of moral thought and action.

Some authors have suggested that there is a need for the schools to address black male responsibilities. Johnson (1992) says that this aspect of the curriculum is needed to develop black manhood.

Various states and educators are taking leadership roles in advocating drug abuse programs as a preventive measure. Maine (1988) states that the schools should be prepared to identify pupils who may depend on some type of chemical substance. Bradley (1988) indicates that there is a dramatic increase in drug use in the schools and programs are needed. The National Governors Association (1987) concurs and suggests prevention for all ages. Seibel (1992) agrees and firmly states that

the war against drugs must continue. Gerler and Moorehead (1988) express a concern on the part of the counselors for a need for pupils to know facts about drugs. Gerler and Ciechalski (1990) state that the drug issue must be dealt with. 113 elementary school principals surmised that parents play a major role in providing better schools (Goldring, 1990).

The substance abuse problem is not restricted to one area or one cause factor. Lipscomb (1988) projects that black ghettos are prime areas of substance abuse as well as other areas. Nation (1988) proclaims that crisis situations are causes for concern in all schools. Gwinn (1976) implies that poor school performance in non-whites should be addressed. Alvy (1985) promotes the concept that poor parenting is a cause for many problems in the schools. The U. S. Congress (1991) identified problems related to children born to drug users.

Folz (1990) suggests that self esteem is a major factor in the success of children as well as Farmer and Smith, (1988). Seffrin, (1984) promotes a healthy lifestyle as a need for the curriculum.

Barrett and White (1991) and Smyer (1991) have indicated that the use of tobacco by children may lead to other abuse. Jones (1988) suggests more accountability. Congress (1990) implied that inadequate alternatives may be a cause for concern. Children must be provided with constructive outlets for recreation and

self expression.

Pupil behavior is often viewed as a cause that may involve many factors including drug abuse. Ellis (1990) found that teacher behavior played a role in pupil behavior. Hillman (1991) produced a profile of adolescent substance abusers and found that the community sends the wrong message to teenagers by its use of coffee, cigarettes and alcohol. Van Kammen (1991) agrees with this assertion.

Kaple (1971) indicates that the attitude towards drug users needs to be reviewed. Pela (1988) projects that teacher perception of drug use in children is a concern that needs to be explored.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was for the 525 elementary pupils to be able to (a) recognize illegal and legal substances and (b) to make appropriate decisions in their daily activities. The secondary goals were to (1) increase the number of pupils exhibiting good self esteem (positive attitude), (2) increase the number of pupils with good attendance and (3) increase the number of parents, community and business establishments involved in school activities.

Outcomes

There were several outcomes perceived for this practicum which would be measured by paper and pencil instruments, interviews, surveys, sign in sheets, needs assessments and observations.

1. 85% of the pupils would be able to list five factors that constitute good mental, physical and emotional health.

2. 85% of the pupils would be able to list five life

threatening hazards associated with substance abuse.

3. 85% of the pupils would be able to identify five common household substances and their dangers.

4. 80% of the pupils would be able to identify and recite the school's drug motto.

5. 50% of the pupils would be able to identify actions requiring decision making skills.

6. 85% of the pupils would demonstrate positive attitudinal attributes on the school survey.

7. 80% of the parents will be involved with school activities. Twenty of these parents will serve as school ambassadors and help develop partnerships with community organizations.

Measurements and Outcomes

Each outcome was measurable and various instruments were to be employed before and after the implementation of this practicum to ascertain it's effectiveness. This evaluation included formative and summative phases and involved all of the participants at some level.

The personnel included the (a) parent school community committee (b) local Urban League (c) parent

group (d) consulting organizations (e) teacher facilitator (f) classroom teachers and (g) pupils. A summary of these groups is listed below.

Parent School Community Committee: This group of committed persons were responsible for planning, implementing and monitoring the project. Special care was taken to involve parent leaders, school leaders and strong community groups. This approach was selected to provide for on-going contact and communication with the school community.

The local Urban League was selected because it is a well established organization with a daily focus on community problems and state and local impact on social and academic developments.

The parent group of 15 to 20 parents were to work directly with the teachers in the classrooms. They also would serve as school ambassadors/school patrol for a drug free school.

Other consulting groups included the local boys' and girls' clubs and others on an as-needed basis.

The classroom teachers were motivated and disciplined toward the fact that all children can learn. Many

teachers have attained advanced degrees and saw a need for a substance abuse program.

The pupils were receptive to a well planned program that offered self-help.

The formative stage of the evaluation was an on going project. An advisory committee composed of two teachers, two parents, counselor, principal and two representatives from the Urgan League were to meet as needed. The focus of each meeting was to discuss the negative and positive features and to make adjustments as needed. Corrective measures were to be initiated as needed to make improvements. The Urban League provided the space and assistance for the meetings as needed. Several school career service personnel were employed after school to perform clerical tasks.

The summative stage of the evaluation was to include a complete analysis of each of the projected outcomes.

Outcomes one, two and three were to be measured using a school pupil survey. (See Appendix C.) This survey was administered to all pupils. The teachers were to read the questions to the primary pupils and record their answers. All of the information was to be recorded in the counselor's log and charted.

The fourth outcome was to be measured by observa-

tion and interviews. Each teacher was asked to post and teach the contents of the school's drug motto. The motto was to be recited at special group assemblies and during group guidance sessions.

The fifth outcome was to be measured by a paper and pencil activity directed by the teachers. 300 Pupils were to complete a survey identifying actions related to decision making. The results were to be tabulated and charted. (See Appendix G.)

A school survey to ascertain the pupil's change of attitude was designed to be administered before and after the program. The information was to be charted and summarized. (Appendix H). Observations and informal interviews were to be used to evaluate the sixth outcome.

The seventh outcome was to be evaluated by reviewing a school survey (Appendix I), the parent sign-in sheets, observing and logging the parents who participated in other school events and the number of parent volunteers. The program was funded and those parents receiving stipends would also be recorded and a record maintained of their daily activities.

The seventh outcome was evaluated by several means and involved various activities. The funding of the proposal provided for the following enhancements to the total program:

1. A locally developed supplementary curriculum was to be written by the writer and a group of teachers utilizing a local consultant.
2. Training for parents and teachers was to be provided together with a focus on curriculum development.
3. A schoolwide drug policy was to be developed in conjunction with parents, teachers and community.
4. A school handbook was to be developed primarily to publish the substance abuse policy.
5. Parent ambassadors/parent patrol was to be organized. The parents also would serve as classroom assistants during the substance abuse instructions weekly.

This outcome was to be evaluated by a survey of parents, teacher, staff and community groups.

Mechanism for Recording Unexpected Events

A log was maintained by the writer to record any unexpected events. It was also expected that videos would be produced monthly and filed of all major activities and assemblies. Other electronic innovations were to be employed, such as computers and tape recorders.

CHAPTER IV

SOLUTION STRATEGIES

Discussion and Evaluation of Possible Solutions

A survey of the recent literature of this era supports the premise that a strong preventive substance abuse program is no longer a desirable curriculum component; it is a must.

Hawley (1990) proclaims that drug addled children and drug riddled schools are a phenomenon of the late 20th century. He further states that educational programs should be undertaken.

Reed (1986) notes that the growing epidemic of AIDS has created a crisis for some school systems. It is well established that drug users are noted carriers of the virus primarily due to their life style. This is a dramatic mandate for the schools in general and particular for the schools located in drug infested areas to teach the facts about drugs.

Special planning and strategies have been suggested when developing a curriculum for minority pupils. Gilbert (1985) states that the means for teaching poor urban students differ from those appropriate for teaching other students. Also, the author projects that learning and teaching are sociocultural processes that take place within given social systems. Abi-Nader (1991)

agrees with this concept and suggests that a vision needs to be created for future success.

Any program that tends to suggest right and wrong action treads on the teaching of morals and character. Ryan (1986) states that moral education is what the school can do to help the young become ethically mature adults, capable of moral thought and action.

The proposed project addressed the State Goals for Learning in Physical Development and Health and/or other fundamental learning areas in a variety of ways. In a State Board of Education publication, several goals related to this proposal. Goal #8 states: "Each child in the state will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families."

This proposal also helped to meet Goal #6 of the Federal Goals in Education for the year 2000. This goal states: "All schools should be drug free and provide a safe drug free environment for all pupils."

One outstanding feature of this proposal was the collaboration among private and public agencies in the community. These agencies included the Urban League, the Boys and Girls Club, Elliott Donnelly Youth Center,

medical centers, local churches and private neighborhood businesses, some on a consultative basis. The specific roles of each establishment was articulated to comply with the main focus of service to the pupils and parents.

The Urban League served a pivotal role in these coordinating eforts. In conjunction with the Urban League, health, human and social services were made available to the children and their parents.

The State School Report Card of 1991 indicated that 80% of the pupils performed in the lowest one half of the National norm. The literature points to the fact that poor school performance is a factor that must be addressed in substance abuse programs. Low performance of the pupils was also documented by the Iowa Test of Basic Skills, 1991.

The limited resources did not provide funds for an ongoing staff development program for the parents and teachers. The existing drug program consisted of a "Say No to Drugs" assembly and 3 or 4 speakers visiting the classrooms to speak to the 7th and 8th graders. At least two of the teachers had enrolled in courses in substance abuse and were drug counselors.

A comprehensive substance abuse program was an adjunct to the existing school efforts to provide appropriate instructions for the pupils. In addition, parents and teachers were trained to work in the

classrooms. In other words, all members served as change agents. Community groups played a vital role in this program.

Pupils who were identified as high potentials to become substance abusers (exhibiting poor social and academic skills) were provided a special extended day program.

The literature provided many possible solutions to this problem. Marx (1988) recommends project D.A.R.E, a drug resistance education program to counter act drug use. Resnik (1989) suggest that the QUEST program which targets positive responses and social behaviors is ideal for pupils in grades K-5. Adams (1989) evaluated the Discover Program and surmised that the program was effective for all boys and girls in the elementary grades.

Dembo (1977) advocates prevention strategies that include socialization, social psychology and drug abuse. He further states that the social content must be ethnographically conceived. Ketchel and Bieger (1989) supports a psychosocially based program. Dembo and Burgos (1977) agree with this approach. Miller (1988) demonstrated in her study of 84 fifth graders that positive self esteem techniques decrease the potential for alcohol and drug use.

Partnerships and collaboration with business and local agencies are widely recommended. The American

Association of State Colleges and Universities (1989) suggest collaboration with the police for drug education. The Wisconsin State Department (1990) stresses the importance of a link among human service providers and presents a complete guide for schools. Fetro (1991) also subscribes to partnerships with community organizations.

Mitchell (1991) advocates a peer program for grades 6 through 8, as well as cross age teaching strategies. Spang and Redding (1988) promote integrated groups as a part of the regular program utilizing learning centers.

Cage (1990) reports that Rhode Island 3rd grade children have been promised free higher education in exchange for staying in school and off of drugs for 10 years. Additionally, volunteer mentors have been very successful. This correlates high with Evans and Giarratano (1990) who suggest that pupils must be provided with up to date information on drugs and making choices.

Parris (1990) prescribes lessons for second graders developed around the dangers of drugs. Schweiss (1972) describes a successful program developed by six school principals and also presented sample lessons for the upper grades. Ambtman (1990) conducted a study using 2,092 students and found that a comprehensive drug program is effective for elementary pupils. Pentz (1990) found that a substance abuse program had a change

in behavior on 5,055 sixth and seventh graders.

Laredo Independent School District (1970) developed a curriculum around the concept of drugs as medicine and narcotics and recommends its use in other schools.

In discussion with other counselors and curriculum developers, several other ideas have been generated. Some of those ideas include: (a) parents as partners for teachers (b) high school and college students serving as peer tutors in after school programs and (c) individual and group guidance sessions conducted by counselors and outside speakers.

Description and Justification for Solution Selected

The solution strategies selected are highly recommended as noted in the review of literature. Each aspect of this program was researched and studied for soundness and workability. A proposal was written to offset the cost of this program which provided for many of the program components. The program would work using volunteers and existing services provided by the central office. As a means of attracting parents, stipends were budgeted to provide an incentive. The parents were needed to provide for a long term effect that may impact on the community. The role of each working group would help to understand their importance and function.

Activities for the Advisory Committee:

An advisory committee consisting of two teachers, counselor, two parents , an administrator and two community representatives was involved in the implementation and monitoring of the program.

Activities for the parents:

The parent component was considered to be an important aspect of the program in terms of the continuing effect. Twenty parents were trained with twenty teachers to conduct classroom activities. Additionally, those 20 parents received training without teachers to learn to work in the community and keep abreast of community events. This group also served as the school ambassadors. As ambassadors, they distributed materials in the community, patrolled the school grounds, wore arm bands, jackets and hats, and helped to influence others to participate in school activities.

Activities for the community anchor:

The Urban League assisted with the planning, implementation and monitoring of the program. This included:

1. Providing technical assistance.
2. Providing their facilities for meetings.
3. Training parents for community involvement.

4. Providing speakers.

5. Helping to monitor the parent activities.

6. Supplying other activities as needed.

Activities for the teachers:

The teachers attended the training sessions and helped to write curriculum, handbook and drug policy. The other activities were related to their regular duties: instruct classes, work with parents and participate in the evaluation.

Activities for the pupils:

The pupils received 32 weeks of classroom instructions, 40 minutes per week. Each pupil was expected to attend class everyday on time. Also they were expected to participate in all activities and complete all surveys.

There were 8 basic solution strategies.

Twelve weeks were devoted to presenting information, models and age appropriate visuals on what constitutes good mental, physical and emotional health.

Twelve weeks focused on self esteem activities and good role models. These sessions included video taping of some of the classes. The videos will be used to showcase the students in their natural environment. The idea is to catch each child at his best. Also, parents

were able to view these videos at parent meetings and at other school events such as open house and report card pick-up days.

Three weeks evolved around decision making skills with emphasis on learning a scheme for making decisions. Additionally, decision making activities were integrated into all lessons.

Four weeks highlighted legal and illegal aspects of controlled substances and hazards of common household substances. This area was done in collaboration with the police department and other community groups.

Six weeks involved group guidance sessions. The counselor and counselor aide visited the classes and showed videos, slides and samples of drugs using the substance abuse classroom kits.

Twenty parents and numerous community groups worked as partners with the school in creating a drug free environment. The Urban League was the major community group.

It is important to note however that several changes were necessary due to the funding of the proposal.

The critical phases of this proposal were the parent and community efforts. Most of the features of this program can be implemented using existing facilities, materials and staff. Using the materials and clothing items to help identify the parent ambassadors

are important components. In a high crime area, the police as well as gang members must be able to quickly identify persons on the street corners, in the community, and in the school. These items may be donated or may be ascertained by fundraising efforts.

The enhancement solution strategy was perhaps the most challenging. As noted in the literature, a curriculum must be appropriate for the group that it is supposed to serve. Toward that end, a supplementary curriculum guide was written to be used in conjunction with the basal textbook. Additionally, a school handbook was written for the primary purpose of publishing the school drug policy and other procedures. All of the components to the program were planned and implemented in conjunction with the parents and community.

The curriculum focused on three areas as deemed important by the participants. Those areas include: (a) self esteem, (b) decision making and (c) substance abuse.

The steps taken before the implementation of this practicum are listed below.

1. The writer met with the local unit administrator and reviewed the needs assessment completed by the teachers, staff and parents.

2. The writer wrote a proposal for $27,600 to defray the cost of the program over the signature of the Principal.
3. Upon approval from Nova, the program was shared with the staff and parents.
4. Inservice calendar was developed for parents and staff.
5. The program was implemented with few modifications. Upon funding, several aspects were expanded and a more elaborate program was developed. If it had not been, the program would have proceeded using volunteers and services provided by the local resources and central office staff.
6. Textual materials and other resources were ascertained and made available for use.

Objective #7 80% of the parents will be involved with school activities. Twenty parents will assist in the classrooms and serve as school ambassadors.

Activities	Timeline	Conducted by:	# served
1. Set up planning meetings with Urban League	May, 1992	Unit Administrator Urban League	20 parents 20 teachers
2. Plan and develop project	May, 1992	Counselor	
3. Provide space and expertise for project	May, 1992 to June 1993	Urban League	
4. Set up training sessions for parents in cooperation with other agencies	on-going May, 1992	Administrator Counselor	
5. Set up training sessions for parents	on-going begins in September, 1992	Site Administrator Counselor	
6. Provide speakers	on-going	Facilitator Counselor	
7. Assist parents in developing skills to become Ambassadors for drug free schools		Urban League	
8. Participate in evaluation	on-going	All participants	

Objective #7-continued

Activity	Timeline	Conducted by:	# served
1. staff/parent curriculum development classes for parents and staff	Weeks 1 and 2	Urban League and staff	20 parents 20 teachers
a. Cooperative instructions	" "	Consultant	
b. Building self-esteem	" "	Urban League staff and BOE	
c. Hazards of substance abuse/basic health factors	" "	Nurse Police Dept.	
d. Decision making skills	" "	Urban League staff	
e. Attend selected conferences	on-going		

1. 85% of the pupils will be able to list 5 factors that constitute good mental, physical and emotional health.
2. 85% of the pupils will be able to list 5 hazards associated with substance abuse.
3. 85% of the pupils will be able to identify 5 common household substances and their dangers.

Objective

Activities	Timeline	Conducted by:	# pupils
pretest and post-test to all pupils	1st and 2nd weeks	Counselor	520
classroom instructions using Discover text, videos and speakers (role models)	October 1992 40 minutes per week	teachers parents speakers (partners for progress	520

Objective AS ABOVE

Activities	Timeline	Conducted by:	# pupils
classroom instructions, videos, substance abuse kit and representative from police department.	on-going	Teacher local police to visit all rooms	520

<u>Parents only</u> Objective 7	on-going	Urban League	
1. Community Involvement a. community resources b. community meetings			
		school staff	
2. School Ambassadors a. positive programs b. school newsletters		drug policy	
		discipline procedure	
		academic programs	

Objective 6 85% of the pupils will demonstrate positive attitudinal attributes on a school survey.

Activities	Timeline	Conducted by:	# Pupils
classroom instruction, textbook and role models.	Weeks 3 - 8	teachers speakers	520
Extended Day	20 weeks twice per week to begin November, 1992	2 teachers	
Male responsibility			30 at-risk boys
Female responsibility			30 at-risk girls

These pupils for the extended day program will be selected based upon their performance on the survey.

40

Objective 4. 80% of the pupils will be able to recite the school's drug motto.

Activities	Timeline	Conducted by:	# of pupils
classroom instruction textbook materials, visuals and other age appropriate materials.	on-going	teacher nurse nurse from community	520
Recite the drug policy daily in class and in assembilies			

5. 50% of the pupils will be able to write a model decision making plan.

Activities	Timeline	Conducted by:	# of pupils
classroom instruction model for decision making distributed to all pupils, textbook activities	on-going	teachers parents	520
Role models to discuss careers and decision making		speakers scheduled as needed	

Objective 5. continued

Activity	Timeline	Conducted by:	# served
classroom instruction a. Importance of regular attendance b. Reasons for poor attendance c. Breaking poor habits d. Role of parents and pupils	on-going	teachers parents	520

Objective 7. continued

work with teachers in the classrooms	on-going September, 1992 to April, 1993	teachers parents	520

All objectives will reviewed for the pupils enrolled in the extended day program.

Objective			
extended day classes to emphasize self-esteem mentors, role models and appropriate responses to resolving conflict	on-going to begin October, 1992	3 female teachers	30

Note: Curriculum & Handbook Committees began meeting in September, 1992 and worked as needed.

Tentative Weekly Schedule of Activities

Week	Topic	Activities
1	Substance Abuse - Curriculum Development - Science/Health integration	Orientation - Overview of plans, goals, etc.
2	Mental Health Factors related to good/poor Introduce decision making	Set up calendar of speakers
3	Mental Health Impact of mental health on decision making	Text Material Charts Posters
4	Mental Health Mental Health and Families Effects on decision making	Videos Trip to Mental Health Facility
5	Physical Health Factors related to good physical health and decision making	Physical Education teacher
6	Physical Health Factors related to poor physical health and decision making	speakers Urban League
7	Physical Health Impact of health on family situations and decision making	Science Teacher
8	Physical Health Families in crisis and decision making	Science Teacher
9	Emotional Health What is good and bad emotional health?	Counselor videos
10	Emotional Health How does one's emotional health affect behavior/actions?	Counselor videos

Week	Topic	Activities
11	Emotional Health Emotional health and family well being	Textbook materials
12	Emotional Health Healthy personality and healthy body	Textbook materials
13	Self Esteem What is self esteem?	Introduce videos for this unit. Discuss role playing
14	Self Esteem Why is self esteem important?	Note Taking and other approaches
15	Self Esteem How does self esteem influence behavior?	Visitors and speakers. TBA
16	Self Esteem How does self esteem influence behavior/decision making?	Textbook Character Education kits
17	Self Esteem How does environment influence self esteem?	Use videos made at the schools.
18	Self Esteem Factors that are important to good self esteem.	Continue to make school/ community videos.
19	Self Esteem Personal grooming and self esteem	Visitors Trips to Ebony, discuss fashions, etc.
20	Role Models Review mental, physical and emotional health.	Use posters, charts and other visuals

Week	Topic	Activities
21	Role Models What is a role model?	speakers Urban League and others
22	Role Models How can one select a mentor?	Community Groups speakers
23	Role Models Should everyone have a role model?	speakers
24	Role Models Why are role models important?	speakers
25	Role Models Decision making and role models	speakers
26	Role Models Making choices - drugs, HIV, etc.	speakers
27	Decision Making How does decision making influence one's life?	Review key models
28	Decision Making How can good decision making improve one's life?	Review key models
29	Decision Making How can good decision making improve one's life?	Develop a working model
30	Decision Making What is the connection between decision making and substance abuse?	Practice the model developed

*Decision making to be integrated into all lessons

Week	Topic	Activities
31	Substance Abuse What is substance abuse? What are illegal drugs?	Use Educator's kit. Other visuals
32	Substance Abuse How can one identify certain drugs? What is the school's drug policy?	Use posters, charts, and videos Distribute drug policy
33	Substance Abuse Review of school's drug policy.	Assembly Distribute Substance Abuse/School Handbook
34	Substance Abuse How can the community help to produce a drug free school?	Interview members of the Parent Patrol
35	Substance Abuse What is the National, state and local agenda for drug-free schools.	Review and post the National, state and local agendas.
36	Wrap Up Session Complete evaluations and summarize data.	

*Decision making to be integrated into all lessons.

Report of Action Taken

The solution strategy for this practicum began in September, 1992, after receiving approval to begin the implementation phase of the practicum. Once this approval was ascertained, a meeting was arranged with the principal to outline strategies for the program implementation and the grant procedures. Organizational features as space, materials, community services, inservice schedules, application forms for parents, teacher commitment and accessing the grant money from the central office were chief concerns. Of all of the above items, the process of assessing the money through the Board of Education structure presented the greatest challenge. With the help of various persons at the central office and many personnel meetings (principal and writer) with numerous departments, the report was written and the funds were available for school use.

A review of the full proposal and the final agreement with the funding agent was the next step. The following outline of the agreement provided the format for the total program implementation:

> Training - Twenty teachers and 20 parents attended and participated in basic informational workshops covering the classroom topics. (see attached schedule). Parents worked with the teachers in the classrooms during substance abuse instruction.

Curriculum Development - Parents, school staff and community (Chicago Urban League) developed and implemented a substance abuse curriculum for pre-school through grade 8 pupils.

Parent Ambassadors - School Patrol - The twenty parents received additional training conducted by the Chicago Urban League. This phase prepared the parents for community involvement and to become substance abuse advocates for drug free schools.

Substance Abuse Policy - A committee consisting of the administrator, counselor, teachers, parents and community representatives developed a community /school drug policy. This policy was a major focus in the school handbook that was developed and distributed to students, parents and community groups.

Curriculum Enhancement - 520 pupils enrolled at McCorkle received weekly 40 minute instruction during science class period. 20 teachers and 20 parents conducted the classes. All pupils with special needs participated equally. The physical education and departmental teachers reinforced concepts taught in the substance abuse classes.

Classroom instruction utilized speakers, videos, charts and other visuals and handouts.

A monthly school newsletter featured various aspects of the program and the curriculum guide was shared with other schools as requested. The Local School Council members were active participants.

The School Counselor - served as the local facilitator. She coordinated the curriculum development, parent ambassadors, handbook construction, set-up class schedule and performed other duties as needed to implement and evaluate the program. Evaluation was participatory, utilizing a local developed survey, school records, minutes at meeting, and videos.

The administrator - provided the leadership for the total program.

The first step in the solution strategy was a report to the faculty in September detailing the program and its components. The majority of the teachers showed a real interest and signed up to work with the parents. The inservice training classes were scheduled and key parents were solicited and asked to complete an application. (Appendix J)

The second step in the solution strategy was to contact the various community groups and request the services needed and their involvement. The local Urban League (the major cooperating group) provided space for after hour meetings, agreed to help with getting information about the community and provided technical service.

The third step in the solution strategy was to involve all of the participants in all aspects of the program. This involved a fairly well structured committee structure with well defined goals and objectives. The following sub-committees were organized. It was important to organize the committees utilizing the departmental chairpersons as well as teachers with leadership qualities. The following committees were to meet as needed to accomplish the given task. (This writer convened all committees and served as the impetus to keep each one on task):

The curriculum committee was organized to write the supplementary curriculum guide. The major focus was to attend all inservice meetings with the parents to ascertain the unique features of the community and specific problems faced by the school and community. With this information, three persons actually served as the writers. The supplementary curriculum was designed around major community problems and correlated to the basal Discovery Textbooks used for the drug education program. A consultant was employed to assist with the construction of the curriculum.

The policy committee was to meet and write a drug policy that would be fair, comprehensive and deter the pupils from drug activity. It also had to involve the parent and some form of counseling for violators.

The handbook committee was organized with the goal of publishing the drug policy as well as other school policies and procedures that would contribute to a safe drug-free environment.

A mission statement committee was designed to actually write a vision for the school that would articulate the efforts of the entire staff.

The First Aid Committee (FAT) was organized later in the year to address an identified need to be prepared to handle emergency situations around the school. With the rise in crime and the shootings, gang violence and drug warfare, the school needed to have trained persons and an organized plan for the safety of the pupils, parent ambassadors and school staff.

The fourth step in the solution strategy was to organize the parents. An application form was designed and circulated to parent leaders and others who demonstrated an interest in school affairs. Then an acceptance letter was issued to each potential participant. (Appendix K) The parents were given assigned duty post and teacher buddies.

The fifth step was to set up a calendar of inservice meetings for the parents, teachers and community leaders. This calendar was set up to coincide with the topics that were to be taught in the classrooms.

The sixth step in the solution strategy was to take an inventory of textbooks, videos and other materials needed for instructions.

The seventh step in the solution strategy was to structure the time, subject and means of integrating the

substance abuse instructions into the regular school curriculum. A curriculm update was circulated to all staff members indicating the expectations including lesson plans, etc.

The eighth step in the solution strategy was to hire the clerical staff to assist with the clerical duties including typing and computer work. Five career service persons were hired on an extended basis.

The ninth step in the solution strategy was to make decisions on payroll matters, ordering materials and record keeping. The Board of Education procedures were used for payroll and ordering materials. Teachers were compensated and the parents received a very small stipend to help with their expenses.

The tenth step in the solution strategy was to determine the logistics for evaluations. Surveys were developed, video tapes and other equipment were made available.

The eleventh step of the solution strategy involved monitoring, updating and correlating all services, committees, inservices, community involvement, parent ambassadors and other aspects on a daily basis.

The final step in the solution strategy involved a wide array of activities including working evenings, holidays, and weekends. Some of those activities include: (a) printing of handbook, (b) hiring a consultant to assist with finalizing curriculum, (c)

proofing all written material, (d) assisting department chairs with reading and evaluating the curriculum material, (e) filing fund amendments for shifting funds to cover unanticipated expenses, (f) scheduling activities with community groups, (g) sorting videos, (h) keeping parents, teachers and community group motivated and committed to the project, (i) reviewing mandates, etc.of a public school setting, (j) utilizing existing personnel and district staff, (k) communicating through writing two monthly newsletters: one for parents and one for the faculty, and (l) monitoring the activities of the gangs and drug warfare in view of the safety of the parents performing outside patrol during shooting events, etc.

During the 10 months implementation phase of this program, there were some difficulties and a few deviations from the implementation plan encountered by the writer. Two parent ambassadors moved, two teachers were transferred and the supplementary curriculum took more time to write than anticipated.

Thirty pupils who were identified as high risk were involved in an extended day program. The focus of the group was to improve self esteem. The grades of the pupils were : 20 pupils in grades 3 through 8, and 5 pupils with special needs. This phase was actually added during the 2nd semester when additional funds became available.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS AND DISSEMINATION

Results/Conclusions

The problem that existed in the writer's work setting was that the pupils and parents were faced with daily encounters of substance abuse and high crime related to this type of activity. The pupils' attitude in school and the constant battle to survive and cope with existing environmental problems impacted greatly on school performance, school attendance and parent involvement. Informal interviews, formal school needs assessments and individual and group counseling sessions convinced the writer that substance abuse was a major problem in the immediate area. In routine conversations with parents and community workers it became apparent that the problem of drugs was more wide spread than reported in the media. Even the primary pupils exhibited behavior related to high crime living conditions. These behaviors included (a) often exhausted, (b) sleepy in class, (c) often late or absent, (d) insecure feelings, (e) lack of parental support, (f) lack of self esteem, and (g) poor decision making skills.

Many options were considered by the writer in considering solutions to this problem. Research and current newspaper reports on a daily basis suggested a preventive substance abuse program for all pupils which involved parents and community groups as a means of producing a safe, secure educational environment. Thus, the solution for this practicum was to develop a preventive comprehensive substance abuse program that would involve parents, community, and teachers in a highly visible manner. Parent ambassadors/parent patrol and teacher/parent training sessions evolved as the major focus in the construction of a supplementary curriculum unique to the environment. Additionally, there was a need for a handbook to publish the drug policy, mission statement and school policies and procedures. Also, the pupils needed to see parents in roles other than negative demeaning postures.

The classroom activities were designed with a strong emphasis on self esteem, decision making and substance abuse.

The goal of this practicum was for the elementary pupils to be able to (a) recognize illegal and legal substances and (b) make appropriate decisions in their daily activities. The secondary goals were to (1) increase the number of pupils exhibiting good self-esteem (positive attitude), (2) increase the number of pupils with good attendance, and (3) increase the number

of parents, community and business establishments involved in school activities. Over all, the unanticipated result was that the counselor's role was redefined to extend beyond the traditional views of individual and small group counseling. The writer utilized counseling techniques in all aspects of the program.

To ascertain the desired goals, well defined outcomes were developed. The following summaries will highlight each outcome and present the results as derived from various sources.

Outcome 1: It was projected that 85% of the pupils would be able to list five factors that constituted good mental, physical and emotional health. Table 5 presents the results of the number of pupils who were able to identify five factors related to good mental, physical and emotional health as compared to the prior year with no intervention strategies.

Table 5

Comparison of the Number of Pupils Who Identified 5 Factors Related to Good Health

N = 325

	Number of Pupils	Percentage
May, 1992	98	30%
May, 1993	276	85%

Outcome 2: It was envisioned that 85% of the pupils would be able to list five life threatening hazards associated with substance abuse.

Table 6 illustrates that most of the pupils were aware of substance abuse and its dangers. Notice that 90% of the pupils associated AIDS with substance abuse. It may be concluded that if the pupils have the basic knowledge then the decision making techniques must be mastered.

Table 6

Comparison of The Number of Pupils Who Identified Factors Related To Substance Abuse

N = 325

Factors	10/92	Percentage	5/93	Percentage
Stealing	114	35%	257	79%
Broken Families	101	31%	250	77%
AIDS	228	70%	293	90%
Death	205	63%	286	88%
Failure	49	15%	215	66%

Outcome 3: The writer projected that 85% of the pupils would be able to identify five common household substances and their dangers.

Table 7 indicates a great improvement in the number of pupils who identified certain household substances as dangerous upon completion of the intervention strategies. However, the goal of 85% was not reached. More pupils do understand the dangers of rat bait. This may be attributed to environmental conditioning by the parents. Also rat bait is something the pupils know very well.

Table 7

Comparison of The Number of Pupils Who Identified 5 Common Household Substances As Dangerous

N = 325

Substances	10/92	Percentage	5/93	Percentage
Rubbing Alcohol	81	25%	228	70%
Bleach	169	62%	211	65%
Rat Bait	168	51%	260	80%
Fly Spray	159	49%	201	62%
Cleaning Fluid	49	15%	238	73%

Outcome 4: The projection was that 80% of the pupils would be able to identify and recite the school's drug policy. This outcome was evaluated by observations at assemblies and informal interviews with the classroom teachers. The drug policy that was developed was long and involved consequences and alternatives. It was realized that to teach the pupils a motto would be something that they could remember. Toward that end, the motto of "Say No To Drugs", was reinforced and taught with demonstrations as to how a person can say no. This included role playing and other classroom activities in the supplementary curriculum.

The drug policy was published in the handbook and the parents were asked to review the policy with the pupils. Informal interviews and conversations with parents support the fact that this outcome was accomplished. Pencils, book markers and a poster contest during the implementation period enhanced this outcome.

Outcome 5: It was projected that 50% of the pupils would be able to identify actions that required decision making skills. Table 8 illustrates that most of the pupils understand 4 of the 5 actions as related to decision making. However, only 93 of the 300 pupils indicated fighting as being involved with decision making. This presents a great teaching problem in that

a high percentage of the pupils are often referred to the office for fighting.

Table 8

Number of Pupils Who Understand Actions Related To Decison Making

N = 300

	Involved With Decision Making	
Action	5/92	5/93
Making Choices	25	246
Appropriate Responses	10	273
Staying Out of Trouble	60	223
Fighting Often	15	93
Obeying School Rules	20	224

Outcome 6: The projection was that 85% of the pupils would demonstrate positive attitudinal attributes on a school survey of attitudes. The result of the survey presented to the pupils is summarized in table 9. Over all 60% of the pupils showed positive behavior changes. 240 pupils answered yes (agree) in 1993 to the ten statements. In 1992 only 76 pupils answered yes to those same statements.

Table 9

Comparison of the Number of Pupils Who Showed A Change In Attitude

N = 300

	Number of Pupils	Percentage
May, 1992	76	25%
May, 1993	240	80%

Outcome 7: It was envisioned that 80% of the parents would be involved with school activities. Twenty of these parents were to serve as parent anbassadors to help develop partnerships with community organizations. To reach this outcome, several other outcomes evolved. These changes represent added features to the parent involvement component and proved to be a major focus in the implementation of the preventive substance abuse program. Below is a summary of each item with results as recorded.

The first enhancement was a supplementary curriculum guide written to encompass desired activities unique to this population. The parents were involved at various levels in developing the curriculum material. Three areas were selected as critical components to the curriculum. Those areas were self esteem, decision making and substance abuse. A correlation of the

activities to the basal text was also a primary concern. The curriculum components were completed several months after the target date and were implemented during the second semester. A school survey (Table 10) at the end of this section shows that the teachers, parents, community and staff were pleased with the end product. A consultant was employed to refine the supplementary curriculum.

The second enhancement was a school-wide drug policy developed in conjunction with parents, teachers, and community. Early in the implementation stage which was a part of the formative evaluation, it became apparent that a strong policy was needed to deter drug activity in the school. The parents, teachers, administrators and counselor developed a policy to meet this need. The survey following shows that the policy is adequate and was well conceived.

The third enhancement to the program was a school handbook. The purpose of the handbook was to publish the drug policy as well as school policies and procedures. The results are prescribed in the survey following these paragraphs.

The fourth enhancement to the program was to showcase the parents in a strong position against drugs. Toward that end, the parent ambassadors/parent patrol was organized. These parents were highly visible in and around the school and in the community. Additionally,

they have formed partnerships with the teachers and community.

The fifth program enchancement was the in-service/curriculum meetings with parents and teachers together in a non-threatening environment. These sessions were centered around the topics that were covered in the classrooms. Many of the supplementary curriculum activities were surmised from these group meetings. The parents used this knowledge as they worked in the classroom with the teachers during the weekly substance abuse instruction. This area posed the greatest challenge due to the human relationship skills that are needed for people to work cooperatively. The writer was able to assist in resolving most of the conflicts. Two parents however did transfer and a few parents did not prove to be as responsible as desired. The transfers were related to relocation.

The results at the school wide survey is presented in Table 10.

Table 10

Results of School Wide Survey on The Effectiveness of The Preventive Substance Abuse Program

N = 65

Part 1 - Curriculum	Agree	Disagree	No Comment
The Substance Abuse Program (Curriculum)			
1. provides age appropriate pupil activities and alternatives.	63	1	1
2. involves parents/community and teachers.	65		
3. includes information adequate for the area.	65		
4. emphasizes self-esteem and decision making.	65		
5. consists of a locally developed supplementary curriculum guide.	63	1	1

Part 2 - Policy	Agree	Disagree	No Comment
The Substance Abuse Policy			
1. is appropriate for a drug free environment.	62	1	2
2. is fair and attainable.	50	5	10
3. represents a plan to deter drug use.	60	3	2
4. adequately involves parent/guardian, and others	65		
5. represents a cooperative venture.	65		
Part 3 - Handbook	**Agree**	**Disagree**	**No Comment**
The School Handbook			
1. is comprehensive in nature.	65		
2. adequately informs the parents of rules, regulations and procedures.	65		
3. presents the drug-policy adequately.	60	4	1
4. is a good school resource.	63	1	1
5. sets forth the mission of the school.	65		

Part 4 - Parent Ambassadors Parent Patrol	Agree	Disagree	No Comment
The Parent Ambassadors/ Parent Patrol			
1. is a good preventive component of the program.	61	3	1
2. enhances the classroom activities.	65		
3. provides for the safety of the total environment.	65		
4. is an important link to the community.	65		
5. provides a valuable service to the school.	60	2	3

Part 5 - Workshops Planning	Agree	Disagree	No Comment
The Parent/Teacher Workshops/Planning			
1. helps to encourage parent/teacher partnerships	63	1	1
2. provides for parental involvement at a higher level.	61	3	1
3. has the potential to help parents, pupils, and teacher.	60	2	3
4. is an important component to a preventive drug program.	65		
5. should be continued.	59	1	5

There were three secondary goals envisioned for this program intervention: First, to increase the number of pupils exhibiting good self-esteem. This goal was evaluated based on the number of referrals to the counselor and social worker, teacher profiles and general behavior of the pupils. Upon review of these sources, it may be surmised that there was a slight improvement. The number of referrals were 29 for 1992 as compared to 18 for 1993.(social referrals only). Teacher profiles still indicate that many of the pupils do not feel good about themselves. Informal interviews with the administrators confirm that overall some gains in this area have been noted. An extended day program was implemented for 30 identified pupils who exhibited poor self-esteem.

The secondary goal to increase the number of pupils with good attendance showed slight gains. The number of pupils with perfect attendance increased from 28 in 1992 to 76 as of May, 1993. School-wide, the attendance percentage in 1992 was 87.4 and as of May, 1993 the percentage was 89.1. The attendance was monitored daily and parents were contacted when the pupils were absent.

The third secondary goal projected was to increase the number of parents, community and business establishments involved in school activities. This goal has certainly been achieved. There are more than 15

organizations that provide direct service to the school. Some services include donations of furniture, clothing and equipment, in-service speakers, classroom visits, extended day programs and money through grants and cash.

Parent involvement is still a challenge to the school in general. There was a definite increase in the number of parents who volunteered through the parent ambassador/parent patrol. However, there was a decrease in the number of parents who picked up report cards and made routine visits. Table 11 below presents a comparison of parent involvement before and after the program implementation. An increase in crime in the area maybe one factor in the noted decreases.

Table 11

Comparison of Parent Involvement

	1992	1993
Report Card Pick Up	79%	76%
Routine Visits	35%	34%
Conferences (scheduled)	25%	29%
Parent Volunteers	.03%	12%

The Student and School Needs Assessment, 1993 (Appendix L) indicates that there has been improvement in the area of a need for a substance abuse program. Also, parent participation has improved.

Discussion

The vast amount of qualitative data has been carefully collected and examined to validate the total effectiveness of this program. This includes (a) videos, (b) a scrapbook, (c) sign in sheets, (d) attendance records, (e) results of surveys, (f) the 1993 School Needs Assessment, and (g) counselor's log.

The total of 525 pupils, 23 classroom teachers, 1 assistant principal, 6 community groups, 28 parents, this writer and the building principal were direct participants in this intervention. Additionally, the district superintendent, central office staff, State Board of Education and numerous other persons played a pivotal role in the success of this comprehensive program.

The writer's counseling skills were an asset in promoting a program of this nature as well as in providing ongoing counseling for the parents and other participants.

An inspection of Table 5 revealed that the number of pupils who can identify factors related to good mental, physical and emotional health as projected in outcome 1 was achieved.

Table 6 demonstrates that this outcome was not fully achieved. For example, 90% and 88% of the pupils do associate AIDS and death with substance abuse. The goal of 85% for the other areas was not achieved. The

news media and high profile personalities with Aids probably influenced this as well as the instructions.

Table 7 demonstrates that the dangers of household substance are understood by 62% to 80% of the pupils. The projection of 85% was not achieved. The survey used could account for the low figures in that many pupils have reading problems and could not understand the survey.

The drug policy is lengthy and was published in a handbook. However, all of the pupils do recognize "Say No to Drugs", the motto that the school promoted.

Table 8 demonstrates that the majority of the pupils can identify decision making as a part of their daily behavior. Of course, only 93 pupils indicated fighting as being involved in decision making. This may be an example of the strong environmental influence on the pupils. Many of their role models tend to resolve conflict through physical contact.

Table 9 illustrates that there was a change in attitude in 80% of the pupils. The projection of 85% was not achieved. However, the writer feels that this gain represents a strong force in preventing drug abuse in the years to come.

Table 10 summarizes the total program. Overall the 65 participants completing the survey agreed that the prevention substance abuse program was effective and should be continued.

Table 11 compares the parent involvement before the implementation of the program to the year of 1993. There was a gain of 9% in the percentage of the number of volunteers. However, the projection of 80% parent involvement was not achieved. The quality of the parent involvement, visibility of the parents and their level of participation was certainly an asset. The increase in drug use in the community and the gang warfare probably impacted on how secure parents feel in leaving and entering the public housing facility. They must have identification and constantly exhibit caution in all of their actions. Additionally, elevators often do not work and other residents break in when the tenants leave.

Recommendations

1. It is recommended that if a program will involve writing curriculum, that this be done during off seasons (summers, etc.) utilizing a consultant.

2. It is recommended that parent participation be coupled with a strong education program especially in depressed areas. Additionally, a counseling component (family counseling in the school setting) could help parents to overcome their isolation and fear of school participation.

3. It is recommended that a strong preventive substance abuse program become a full part of the basic curriculum utilizing partnership with parents and community groups.

4. It is recommended that decision making skills be integrated throughout the curriculum.

5. It is recommended that counselors redefine their role and help to become change agents from a broader perspective.

Dissemination

This practicum has been shared with several counselors and administrators.

The parent patrol component has been recognized and highlighted in the district newsletter.

The counselor has shared the practicum with other teachers and will gladly make it available to anyone upon request.

Also, the funding agent will receive copies of the practicum and all related components. This includes the handbook, and supplementary curriculum guide.

References

Abi-Nader, J. (1991). Creating a vision of the future. Phi Delta Kappan, 72, 546-549.

Adams, R. D., Butler, J. M. (1989, November). Evaluation of the Discover drug education curriculum for grades K-4, Paper presented at the meeting of the Mid-South Educational Research Association 18th, Little Rock, AR.

Alvy, K. T. (1985, June). Parenting programs for black parents. Paper presented at the Vermont conference on the Primary Prevention of Psychopathology, Burlington, VT.

Ambtman, R. (1990). Evaluation of a comprehensive elementary school curriculum based drug program. Journal of Drug Education, 20, 199-225.

American Association of State Colleges and Universities. (1989). Using law enforcement personnel in drug free schools and community education. (HE022645-659). Washington, D.C.

Barrett, A. C., White, D.A. (1991). How John Henry effects confound the measurement of self esteem in primary prevention programs for drug abuse in middle school. Journal of Alcohol and Drug Education, 36, 87-103.

Braden, W. (1992, April). Study says drug war saps attack on drunk driving. Suntimes p. 26.

Bradley, D. F. (1988). Alcohol and drug education in the elementary school. Guidance and Counseling, 23, 99-105.

Cage, M. C. (1990). R. I. Program offers needy third graders free higher education in exchange for staying in school and off of drugs for 10 years. Chronicle of Higher Education, 37, 19, 22-23.

Congress of U. S. (1991, July). Drug exposed children in the schools: problems and policy hearing before the select committee on narcotics abuse and control. House of Representatives one hundred second congress 1st session. (SCNAC 102-1-9). Washington, D.C.

Dembo, R., Burgos, W. (1977). A framework for developing drug abuse prevention strategies for young people in ghetto areas. Journal of Drug Education, 6, 313-323.

Ellis, G. E. (1990, October). Observation of children exposed to crack/cocaine and children nonexposed during a functional math lesson. Paper presented at the annual meeting of the Midwestern Education Research Association. Chicago, IL.

Evans, D. W., Giarratano, S. (1990). Into adolescence: Avoiding drugs, a curriculum for grades 5-8., Contemporary Health Series, Walter S. Johnson Foundation, Menlo Park, CA. 274-276.

Farmer, E. I., Smith, R. O. (1980), July). Serving special needs population: The disadvantage. A compilation of papers presented in a workshop. Greensboro, North Carolina.

Fetro, J. V. (1991). Step by step substance abuse program. The planning guide for school-based programs. Network Publications, Santa Cruz, CA.

Folz, C. M. (1990). Effects of fetal cocaine exposure and implications for teachers of exposed children. Masters thesis, Williams Patterson College. New York.

Gerler, E., Jr., Ciechalski, J. C., Parker, L. D. (1990). Elementary school counseling in a changing world. Report (#ISBN 1-56109-0000X) Ann Arbor, Michigan: University of Michigan.

Gerler, E. R., Moorhead, S. (1988) Drug information. The facts about drugs and where to go for help. Elememtary School Guidance and Counseling, 23, 139-145.

Gilbert, S. E. and Gay, G. (1985). Improving the success of poor black children. Phi Delta Kappan, 67, 133-138.

Goldring, E. (1990). Elementary school principals as boundary spanners: their engagement with parents. Journal of Education Administration, 28, 53-62.

Gwinn, D. G. (1976, April). Poor school performance contributing factors and consequences with emphasis on the non-white child. Paper presented at the Annual International Convention. The Council For Exceptional Children (54) Chicago, IL.

Hawley, R. A. (1990). The bumpy road to drug free schools. Phi Delta Kappan, 72, 310-314.

Hillman, S. B. Sawilowsky, S. S. (1991, August). Profiles of adolescent substance abusers. Paper presented at the Annual Convention of the American Psychological Association (99). San Francisco, CA.

House of Representatives (1990). Anti Drug Education Act of House of Representatives 101st Congress 2nd session. (report #101-573) Washington, D.C.

Johnson, M. (1992, January). A track for black manhood. Suntimes, p. 5.

Jones, K. A. (1988, April). Dynamics and diversity: Exploring implications for accountability in crime, drugs, public and social policy. Paper presented at the National Roundtable of Black Scholars, Educators and Professionals in Administration of Justice. U.S. District of Columbia.

Kaple, J. (1971, December). Attitudes toward illegal drug users. Paper presented at the XIII Interamerican Congress of Psychology, Panama.

Ketchel, J., Bieger, G. R., (1989, April). The efficiency of a psychosocially based drug prevention program for young adolescents. Paper presented at the Annual meeting of the New England Educational Research Organization, Portsmouth, NH.

Laredo Independent School District (1970). The development of a curriculum for teaching elementary and secondary school children the dangers inherent in the use and abuse of dangerous drugs. Final report, Office of Education, Washington, D.C.

Lipscomb, W. R., (1971). Drug use in a black ghetto, American Journal of Psychiatry, 127, 86-89.

Maine State Department of Education (1988). Identifying students with chemical health problems: Background and stimulation. Maine.

Marx, E., Dejong, W. (1988). An invitation to project DARE: Drug abuse resistance education. Program Brief. Department of Justice, Washington, D.C.

Miller, R. L. (1988). Positive self esteem and alcohol/drug related attitudes among school children. Journal of Alcohol and Drug Education, 33, 26-31.

Mitchell, S. (1991, June). Portland peers project final Evaluation Report. Portland Public Schools, Research and Evaluation Department. (S 184-8-90185), Portland.

Nation, C. (1988). Managing Crisis. National Association of Elementary School Principals, 6, 8.

National Governor's Association (1987). Bringing down the barriers: Making America Work Productive people, productive policies. Washington, D.C. Center for Policy Research and Analysis.

Parris, R. E. (1990). A learning activity for at risk second grade students in substance awareness. Masters thesis, New York Institute of Technology, New York.

Pela, O. A. (1988). Teacher's perception of drug abuse among school students in Bendel State Nigeria. Journal of Alcohol and Drug Education, 34, 71-74.

Reed, S. (1986). Aids in the schools: A special report. Phi Delta Kappan, 67, 494-498.

Resnik, H. (1989). Putting it all together: Guest's skills for a growing program. Elementary School Guidance and Counseling, 23, 93-98.

Rist, M. C. (1990). The shadow children, American School Board Journal, 177, 18-24.

Ryan, K. (1986). The new moral education, Phi Delta Kappan, 68, 228-233.

Schweiss, E. (1972). Case Study: developing a drug education curriculum for the upper elementary grades. Social Education, 35, 874-878.

Seffring, J. R., Torabi, M. R. (1984). Education in healthy lifestyles: curriculum implications. Fastback 216, Phi Delta Kappa Foundation, Bloomington, Indiana.

Seibel, T. (1992, March) DEA says drug use down, but war must go on. Suntimes, p.20.

Smyer, R. (1991). Key issues in education: Drug free schools, 1990-91 program evaluation of drug free schools program. Austin Independent School District. Texas Office of Research and Evaluation.

Spang, B., Redding, J. M. (1988). Guidelines for setting up support groups in the schools. Revised. Maine State Department of Education and Cultural Services, Maine.

Van K., Welmoet, B. (1991). Substance use and its relationship to conduct problems and delinquency in young boys. Journal of Youth and Adolescence, 20, 399-413.

Wisconsin State Department (1990). Children at risk: A resource and planning guide. Wisconsin Dept. of Public Instruction, Madison, WI.

APPENDIX A
STUDENT AND SCHOOL NEEDS ASSESSMENT
MARCH 1992

WHO RESPONDED?

15 Parent of a student at this school
0 Student at this school
1 Volunteer at this school
0 Community resident
1 Principal of this school
1 Assistant principal or other administrator at this school.
16 Teacher at this school
5 Teacher aide at this school
1 Non-instructional staff at his school: secretay, clerk, bus aide, engineer, janitor, food service, SCR, etc.
2 Auxiliary staff at this school: counselor, librarian, social worker, psychologist, nurse, etc.

2 Local School Council (LSC)
11 Parent/Teacher groups (PTO, PTA, etc.)
14 Professional Personnel Advisory Committee (PPAC)
0 ESEA Chapter 1 Parent Advisory Council (PAC)

1 No response

Approximate overall response rate: 34 percent.
Number of forms returned: 41

They were describing the needs of:

students' educational program--
15 in the general instructional program
10 in special education
3 in vocational education
0 in advanced placement
0 in an alternative education program
8 in ESEA (federal) Chapter 1 program
0 in bilingual program
0 in desegregation (Options for Knowledge) program
0 in gifted program
0 in another special program
12 no response

students' race or ethnicity--
31 black
0 Hispanic
0 white
0 Asian or Pacific islander
0 American Indian or Alaskan native
10 unknown, no response

students' grade--
2 preschool
2 kindergarten
4 grade 1
9 grade 2
7 grade 3
9 grade 4
9 grade 5
8 grade 6
6 grade 7
9 grade 8
0 grade 9
0 grade 10
0 grade 11
0 grade 12
0 ungraded
1 graduate
10 no reponse

students' gender--
20 male
22 female
12 no response

students' primary language--
24 English
0 Spanish
0 other
17 no response

SCHOOL PROGRESS

	Percent "Yes"
Will most of the students at this school graduate from high school?	50
Do the teachers at this school expect students to learn?	95
Is this school's educational program of high quality?	51
Does this school's education program meet your child's needs?	69

For each item below, are things at your school now better or worse than a year ago?	Percent Better	Worse	No change
Curriculum	39	8	53
Quality of instruction	53	11	36
Students' academic progress	34	14	51
Discipline	65	11	24
Safety	56	6	39
Social programs offered by school	64	6	31
Condition of classrooms	24	11	65
Appearance of building and grounds	49	14	37
Staff dedication	51	8	41
Staff's expectations for students	65	3	32
Parent's expectations for students	51	3	46
Students' enthusiasm	47	8	44
Quality of training for staff	47	8	44
Quality of training for parents	47	8	44

PLANNING FOR REFORM

Q. Does this school need help in implementing any reform goals?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
attendance	16	39	P
parental involvement	16	39	P S
achievement	15	37	P S
community support	12	29	P S
common learning and high expectations	11	27	P S
training of parents	11	27	P S

V. What does the Local School Council (LSC) most need information about at this time?

budget and funding	15	37	S
working as a team	12	29	S
LSC training	10	24	S
legal mandates and state codes	8	20	S

C. What outcomes are most important for students at this school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
respect for self and others	27	66	
positive self-image	27	66	
reading skills	26	63	
learning skills	24	59	
critical thinking skills	20	49	
self-discipline	20	49	
problem-solving abilities	19	46	
opposition to drug use/abuse	19	46	
self-confidence	18	44	
math skills	17	41	

E. Which should get more emphasis in this school's preschool and kindergarten curriculum?

reading readiness skills	26	63
math readiness skills	25	61
speaking skills	19	46
listening skills	19	46
following spoken directions	16	39
vocabulary development	14	34

F. Which should get more emphasis in this school's grade one through high school curriculum?

reading skills	28	68
math problem-solving and computation	27	66
study skills	25	61
writing skills	22	54
higher-order thinking skills	20	49
listening skills	20	49
speaking ability	18	44
vocabulary development	16	39

U. Which areas, if any, are not well covered by the curriculum of this school?

creative writing	14	34
moral principles	12	29
speaking skills	11	27
problem solving	11	27
classic literature	10	24
music	10	24
African history	9	22

R. Are any of these needed to improve this school's instructional program?

overcoming attitude and self-esteem problems of students	31	76
strategies for helping the underachiever	24	59
wider choice of curriculum	11	27
better identification of special education students	9	22

K. Are any of these areas of student development neglected by the school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----50----100
emotional	16	39	
self-esteem	13	32	
artistic	10	24	

J. What special programs do you feel are most needed at this school?

reading improvement programs	22	54	
truancy and dropout prevention	19	46	
tutoring	19	46	
drug abuse prevention program	19	46	
coping with peer pressure	16	39	
math improvement programs	15	37	

P. Are any of these continuing problems at this school?

lack of supplies	21	51	
interrupted lessons	11	27	
lack of substitutes	8	20	
no or slow action on referrals	7	17	

O. Part 1. Which groups of students should receive more attention or resources?

failing students	21	51	
potential dropouts	17	41	
early childhood students	14	34	

O. Part 2. Which groups should, in your opinion, get less attention or resources so the students you identified in Part 1 may have more?

gifted students	11	27	
failing students	10	24	
limited-English-proficient students	8	20	

Y. Do any of these problems affect special education at this school?

lack of communication with regular program	11	27	
delays in assessment	7	17	
low status given special education	7	17	

Z. Which supplemental services do special education students need at this school?

reading, language arts	12	29	
improving self-concept	9	22	
social skills; peer, adult interaction	8	20	
tutoring	8	20	
fine arts; music, art, dance	8	20	

L. Are there safety problems in any of these areas at this school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----50----100
streets around school	30	73	P S
parking area	20	49	P S
playground	17	41	P S
school exits and entrances	8	20	P S

G. What, if anything, makes you feel unsafe at this school?

gang members	24	59	P S
strangers	13	32	P S
past incidents	11	27	P S

H. Which areas need improved control?

school grounds	19	46	P S
entrances and exits	14	34	P S
halls	10	24	P S
loitering	9	22	P S

M. Does discipline at this school break down in any of these areas?

follow-up not swift enough	16	39	P S
rules not enforced	15	37	P S
not applied equally to all	14	34	P S

B. Which of these problems most affect this school?

gangs	28	68	P S
drugs	27	66	P S
poverty	25	61	P S

BUILDING

I. What are the most important physical needs at this school?

play area	20	49	P S
restrooms	17	41	P S
gym	12	29	P S
heating	12	29	P S
locking cabinets	11	27	P S

N. Does the classroom you know best have problems in any of these areas?

chairs and desks	16	39	P S
temperature	12	29	P S
overcrowding	10	24	P S

X. Which of these environmental problems should be checked out at this school?

asbestos	15	37	P S
water quality	13	32	P S
lead or mercury-based paint	12	29	P S

APPENDIX B
MATRIX OF ILLINOIS AND NATIONAL GOALS

THE NATIONAL EDUCATION GOALS

By the year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in science and mathematics achievement.

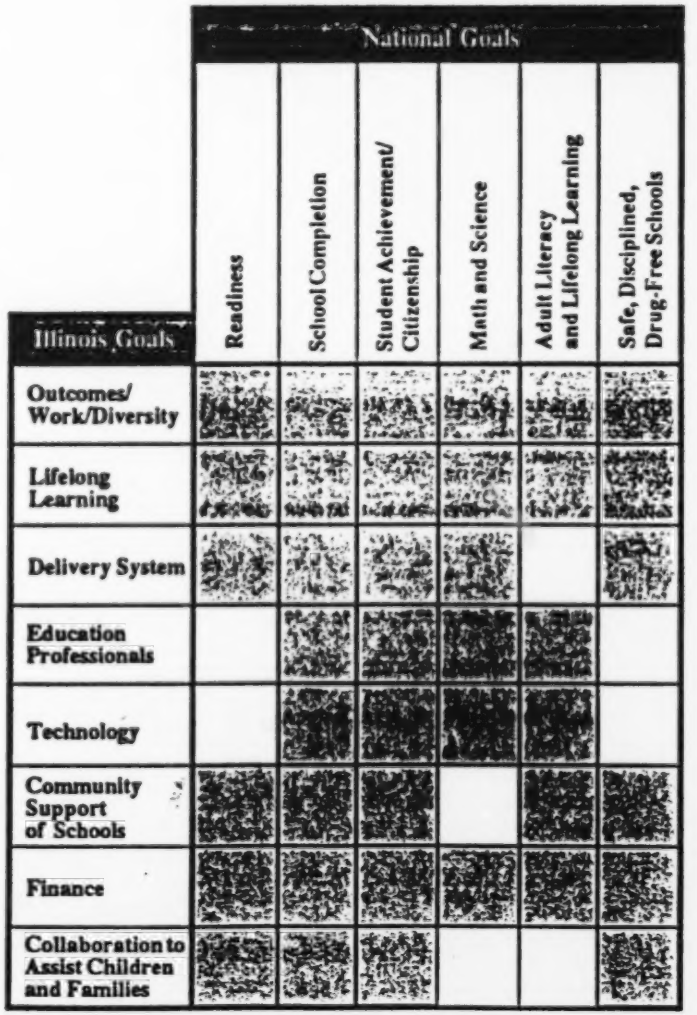
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

■

MATRIX OF ILLINOIS AND NATIONAL GOALS

(Shaded areas indicate congruence)



■

APPENDIX C
STUDENT SURVEY

STUDENT SURVEY

NAME_____ROOM____ GRADE ___ DATE _____

Directions: Select the correct answer from B. Write the correct answer in the blank spaces.

A

1. List five items that are directly related to good mental health. ___ ___ ___ ___ ___.
2. Indicate 5 items that are directly related to good emotional health. ___ ___ ___ ___ ___.
3. List five items that are directly related to good physical health. ___ ___ ___ ___ ___.
4. Identify 5 items directly related to substance abuse. ___ ___ ___ ___ ___.
5. List five household substances that are dangerous to humans. ___ ___ ___ ___ ___.
6. List five items that are related to decision making. ___ ___ ___ ___ ___.

B

1. anger often 2. fighting often 3. positive attitude
4. appreciation for others 5. obeying school rules
6. rubbing alcohol 7. good posture 8. bleach 9. rat bait
10. making choices 11. good teeth 12. aids 13. death
14. broken families 15. success 16. failure 17. stealing
18. poor discipline 19. 3 meals daily 20. drop outs
21. fly spray 22. helping others 23. cleaning fluid
24. smiling often 25. self esteem 26. feeling good often
27. clean body 28. enjoy life 29. intelligence 30. neat
31. appropriate responses 32. good attitude 33. strong muscles
34. happy 35. exercise often 36. staying out of trouble

APPENDIX D
SCHOOL REPORT CARD 1991

1991 School Report Card

ELEMENTARY SCHOOL

Public Act 84-126 requires all public school districts to report on the performance of their schools and students through school report cards.

This report card includes information about the students, the instructional setting, the finances and student performance in your school and/or district. Some financial information is from 1989-90, which is the most recent available. Also displayed are statewide averages, and for some information, averages by district type and size. State averages are based on information from regular public schools only.

Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

Your child's school is in a unit district.

The grades in your child's school are PK K 1 2 3 4 5 6 7 8.

The parents/guardians of 79.6% of the students in your school, 76.4% of the students in your subdistrict, 76.2% of the students in your District, and 84.7% of the students in the state made at least one contact with the students' teachers during the 1990-91 school year. This year's percentages for some schools are estimates since information regarding this new mandate was received by schools after the school year had begun.

ABOUT THE STUDENTS

This section provides information about student characteristics for your school, district and state. Knowing these student characteristics can help you determine how student performance, instruction or the district's finance information may be affected. It can also indicate what kinds of programs or services may be needed in your school.

Racial/Ethnic Background and Total Enrollment

	White	Black	Hispanic	Asian/P. Islander	Native American	Total Enrollment
School	0.0%	100.0%	0.0%	0.0%	0.0%	509
Subdistrict	2.5%	88.8%	8.6%	0.1%	0.0%	28,241
District	11.8%	57.8%	27.3%	2.9%	0.2%	401,554
State	65.9%	21.4%	9.9%	2.7%	0.1%	1,790,742

White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native) are the major racial-ethnic groups in Illinois public schools. In the last two decades, the percentage of minority students in the state has steadily increased.

Low-Income and Limited-English-Proficient Students

	Low-Income	Limited-English Proficient
School	99.4%	0.0%
Subdistrict	94.4%	3.6%
District	70.1%	11.4%
State	29.1%	4.4%

Low-income students are pupils aged 5 to 17, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those who have been tested and been found to be eligible for bilingual education.

Attendance, Mobility and Chronic Truancy

	Attendance Rate	Student Mobility Rate	Chronic Truants (Number)
School	87.3%	37.6%	2
Subdistrict	91.0%	41.2%	767
District	89.8%	33.7%	16,894
State	93.5%	20.6%	34,427

A perfect attendance rate would be 100%, which means that all students attended school every day.

The student mobility rate indicates the portion of students entering or leaving the school during the school year.

Chronic truants are students who were absent from school without a valid cause for 10% or more of the last 180 school days.

ABOUT THE INSTRUCTIONAL SETTING

This section provides information concerning the instructional setting in your school and district. Most of these factors impact on what or how students learn.

Average Class Size

	Kinder-garten	Grade 1	Grade 3	Grade 6	Grade 8
School	31.0	26.5	23.5	24.0	36.0
Subdistrict	25.8	25.1	24.1	25.3	26.2
District	25.0	24.7	24.9	26.0	27.2
State	22.5	22.6	23.1	23.7	22.4

Average class size is the total enrollment for a grade divided by the number of classes for that grade.

Time Devoted to the Teaching of Core Subjects (Minutes per Day)

	Mathematics			Science			English			Soc. Science		
Grade	3	6	8	3	6	8	3	6	8	3	6	8
School	60	80	80	40	40	40	100	80	80	40	40	40
Subdistrict	47	54	55	25	39	42	143	102	98	28	39	41
District	47	52	52	25	40	41	142	105	103	29	40	41
State	51	50	47	27	40	43	147	110	89	28	42	44

Time devoted to the teaching of core subjects is the average number of minutes of instruction per 5-day school week in each subject area divided by 5. English includes all language arts courses.

Teachers by Racial/Ethnic Background and Gender

	White	Black	His-panic	Asian/P. Islander	Native American	Male	Female	Total Number
District	44.2%	47.7%	6.4%	1.6%	0.1%	26.0%	74.0%	22,759
State	83.9%	13.6%	1.9%	0.5%	0.0%	28.0%	72.0%	104,242

Statewide, White teachers are an overwhelming majority of the teaching staff. Female teachers outnumber male teachers by more than 2 to 1.

Teacher/Administrator Characteristics

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & above	Pupil-Teacher Ratio (Elementary)	Pupil-Adm. Ratio
District	16.7 Yrs.	57.3%	42.0%	21.3:1	368.2:1
Type*	15.9 Yrs.	56.7%	43.0%	20.4:1	276.8:1
Size**	16.2 Yrs.	52.8%	46.8%	20.8:1	297.4:1
State	15.7 Yrs.	54.6%	45.2%	19.9:1	248.5:1

* Average for all UNIT Districts.
** Average for all LARGE UNIT Districts.

Averages are also provided for district types and for district sizes by type.

Types: elementary, high school and unit.

Sizes by type based on enrollment:

	Small	Medium	Large
Elem	Under 225	225-1405	Over 1405
H.S.	Under 462	462-2313	Over 2313
Unit	Under 501	501-1615	Over 1615

ABOUT THE SCHOOL DISTRICT'S FINANCES

This section provides financial information for your district. Averages for the state and districts of the same type and similar size are also provided. Information in this section may be related to information in other sections, e.g. teacher salary with teaching experience and teacher qualifications.

Average Financial Indicators

	Teacher Salary 1990-91	Administrator Salary 1990-91	Operating Expend. Per Pupil 1989-90	Per Capita Tuition Charge 1989-90
District	$38,409	$60,206	$5,548	$4,231
Type*	$33,495	$52,548	$4,526	$3,704
Size**	$35,550	$55,283	$3,971	$3,412
State	$34,709	$55,535	$4,808	$4,103

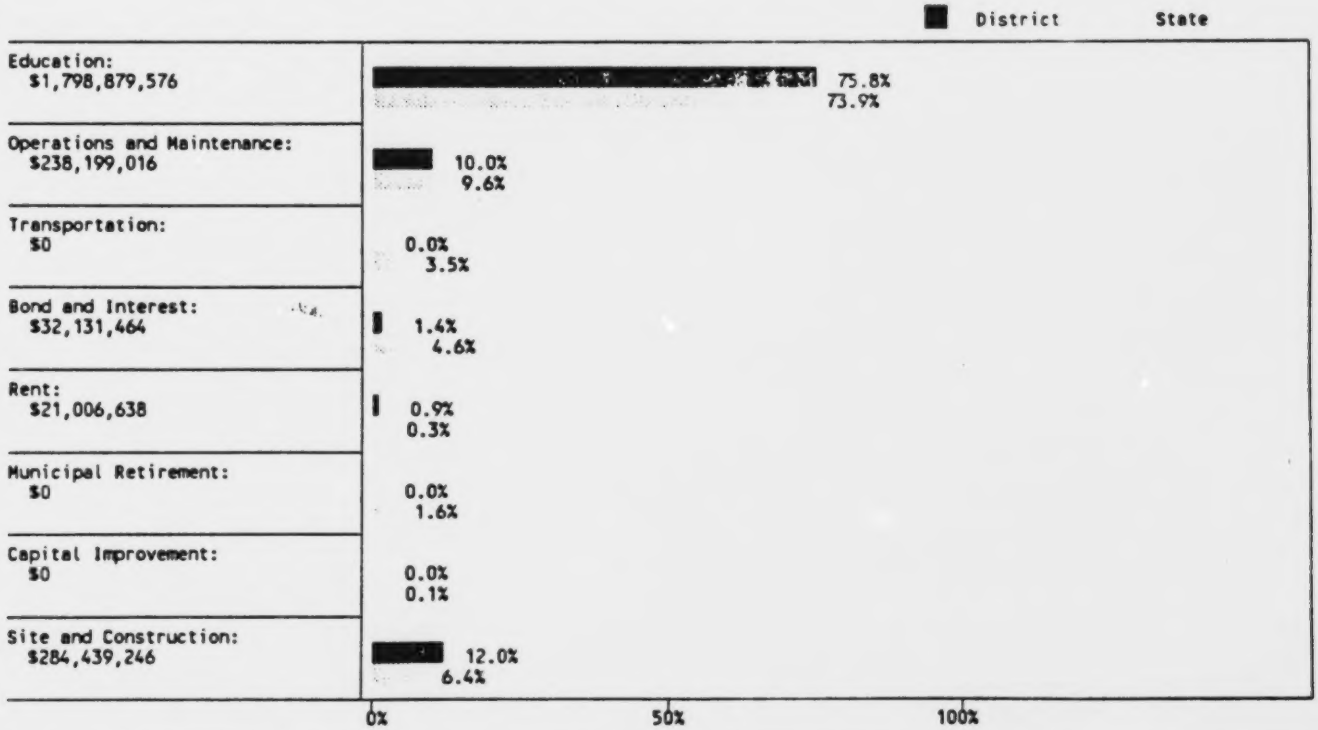
* Average for all UNIT Districts.
** Average for all LARGE UNIT Districts.

The average teacher and administrator salaries are based on full-time equivalents.

Note that the operating expenditure per pupil and per capita tuition charge are for 1989-90, the most recent available.

See the section on Teacher Characteristics for a classification of the districts by type and size.

Expenditure by Fund, 1989-90



Total District Expenditures through the above funds: $2,374,655,940

ABOUT THE ACADEMIC PERFORMANCE OF STUDENTS

This section provides information about student performance, including the nonpromotion rate, state test scores and percent of students in the four quarters of national achievement tests. The amount of time for student assessment is also included in this section.

Elementary Nonpromotion Rate

	1989-90	1990-91
School	4.0%	1.8%
Subdistrict	4.3%	2.7%
District	2.8%	1.8%
State	1.7%	1.3%

The nonpromotion rate indicates what portion of elementary students did not advance to the next grade or level.

Goal Assessment Program

In April 1991, state assessments in reading and mathematics were administered to students in grades 3, 6, 8 and 11 while assessments in language arts were administered to students in grades 3, 6 and 8. Average scores for this year and last year are given for your school, district and the state. National averages in reading and mathematics were estimated using national achievement tests. National averages in language arts were estimated using a nationally representative sample. Scores range from 1 to 500.

Score bands may be used to compare scores. There is no meaningful difference between two scores if the score bands overlap. For example, if the third grade reading score band for 1989-90 is 252-264 and the score band for 1990-91 is 246-254, then the scores for the two years are essentially the same. If the score bands do not overlap, there is a difference between the scores. State and national score bands are not shown because they are very narrow.

--Grade 3
Grade Enrollment: 50

	Reading						Mathematics					
	1989-90			1990-91			1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested
School	126	102-150	96.4	110	092-128	82.0	116	098-134	96.6	86	064-108	83.0
Subdistrict	190		90.7	170		84.0	163		90.9	166		86.2
District	198	196-200	83.7	180	178-182	77.4	176	174-178	84.1	174	172-176	79.2
State	257	---------	---------	249	---------	---------	249	---------	---------	255	---------	---------
Nation	250	---------	---------	250	---------	---------	235	---------	---------	235	---------	---------

	Language Arts					
	1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested
School	145	123-167	96.2	141	119-163	66.0
Subdistict	180		90.3	208		80.0
District	194	192-196	83.1	220	216-224	73.6
State	250	---------	---------	275	---------	---------
Nation	251	---------	---------	251	---------	---------

ELEMENTARY SCHOOL

--Grade 6
Grade Enrollment: 48

	Reading						Mathematics					
	1989-90			1990-91			1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested
School	158	130-186	100.0	160	130-190	87.5	156	134-178	100.0	141	119-163	87.5
Subdistrict	182		92.5	180		86.2	177		92.5	180		86.6
District	196	194-198	90.5	198	196-200	84.6	192	190-194	90.7	192	190-194	84.8
State	249	---------	---------	253	---------	---------	252	---------	---------	253	---------	---------
Nation	250	---------	---------	250	---------	---------	238	---------	---------	238	---------	---------

	Language Arts					
	1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested
School	126	098-154	100.0	219	197-241	89.6
Subdistrict	182		92.5	204		85.1
District	194	192-196	90.6	218	216-220	82.5
State	250	---------	---------	274	---------	---------
Nation	250	---------	---------	250	---------	---------

--Grade 8
Grade Enrollment: 35

	Reading						Mathematics					
	1989-90			1990-91			1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested	Score	Band	% Tested
School	182	156-208	85.3	177	149-205	82.9	182	154-210	85.3	143	121-165	82.9
Subdistrict	200		93.8	199		86.6	179		93.8	176		87.0
District	212	210-214	90.6	210	208-212	85.2	192	190-194	90.7	191	189-193	85.4
State	254	---------	---------	254	---------	---------	248	---------	---------	255	---------	---------
Nation	249	---------	---------	249	---------	---------	231	---------	---------	231	---------	---------

	Language Arts					
	1989-90			1990-91		
	Score	Band	% Tested	Score	Band	% Tested
School	191	159-223	85.3	215	185-245	82.9
Subdistrict	187		93.9	204		84.9
District	201	199-203	90.7	218	214-222	83.7
State	250	---------	---------	270	---------	---------
Nation	246	---------	---------	246	---------	---------

Quartile Distribution in National Achievement Tests

The following charts provide the 1991 information on the distribution of students based on estimated national performance. Information is given for the IGAP as well as other national achievement tests administered locally to students in your school.

The norm year is the year in which a test was given to a representative group of students in the nation, under uniform conditions, for the purpose of developing standard scales to compare student performance. Norm years are: reading, 1988; mathematics, 1988; and language arts, 1990. On average, about 25% of the nation's students' scores will fall in each of the four quarters. If the percent for your school is above or below 25 in any of the quarters, it means that the performance of students in your school differs to some degree from the performance of those taking the same test across the nation.

--Grade 3

	Reading				Mathematics				Language Arts			
	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%
School			17	83	5	2	2	91		9	21	70
Subdistrict	8	12	24	56	13	13	22	52	11	18	36	36
District	10	14	24	52	15	13	22	50	14	21	33	32
State	27	23	24	26	40	19	19	21	32	30	24	15

--Grade 6

	Reading				Mathematics				Language Arts			
	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%
School	5	12	24	60		7	24	69	12	21	42	26
Subdistrict	6	17	34	43	7	14	26	53	10	21	29	41
District	11	19	35	35	9	17	27	47	14	25	27	35
State	27	27	28	18	27	27	23	24	34	30	21	15

--Grade 8

	Reading				Mathematics				Language Arts			
	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%	Top 25%	3rd 25%	2nd 25%	1st 25%
School	3	14	31	52	3	7	14	76	3	24	45	28
Subdistrict	10	14	36	39	10	17	23	50	10	22	30	39
District	14	16	36	34	14	18	23	45	13	26	30	32
State	29	21	30	20	37	24	17	22	31	31	24	15

Other National Achievement Tests

Grade 3 Test Administered : IOWA TEST OF BASIC SKILLS FORM 91
Year Test was Normed: 1988
Grade Enrollment : 50

	Reading Comprehension					Mathematics					Science					Social Science				
	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested
School	2	8	8	82	100.0	2	4	14	80	100.0										
Subdistrict	5	13	28	54	92.1	9	17	23	50	91.7										
District	7	14	30	49	84.2	11	20	23	46	83.8										

Grade 6 Test Administered : IOWA TEST OF BASIC SKILLS FORM 91
Year Test was Normed: 1988
Grade Enrollment : 48

	Reading Comprehension					Mathematics					Science					Social Science				
	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested
School		2	41	57	95.8		7	26	67	95.8										
Subdistrict	3	12	30	54	92.9	7	16	26	51	92.6										
District	6	15	33	47	89.6	10	17	27	46	89.4										

Grade 8 Test Administered : IOWA TEST OF BASIC SKILLS FORM 91
Year Test was Normed: 1988
Grade Enrollment : 36

	Reading Comprehension					Mathematics					Science					Social Science				
	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested	Top 25%	3rd 25%	2nd 25%	1st 25%	% Tested
School		7	37	57	83.3	3		23	73	83.3										
Subdistrict	5	17	38	40	91.0	6	14	30	49	90.9										
District	8	21	36	36	89.0	8	17	30	45	88.8										

Testing Time Spent on State Local Assessment

	Grade 3		Grade 6		Grade 8	
		Local		Local		Local
School	180	168	180	168	180	168
Subdistrict	180	168	180	168	180	168
District	180	168	180	168	180	168
State	180	270	180	256	180	240

Testing time indicates the total amount of time in minutes each student spent on state and local assessment at various grade levels in 1990-91. Due to differences in the number of objectives assessed locally and the assessment techniques used, the amount of time reported for local assessment may vary considerably from district to district.

APPENDIX E
STUDENT ACHIEVEMENT PROFILE 1991

STUDENT ACHIEVEMENT

Results on the Iowa Tests of Basic Skills (ITBS)

FY 1991			Reading Comprehension		Math Concepts		Math Computation		Math Problem Solving		Math Total	
Grade Level	No. Tested		'90	'91	'90	'91	'90	'91	'90	'91	'90	'91
			Percentage of Students At/Above or Below National Norms, by Grade									
1	46	At/above	14.3	10.9	3.6	18.4	14.0	30.8	10.7	32.7	7.1	28.3
		Below	85.7	89.1	96.4	81.6	86.0	69.2	89.3	67.3	92.9	71.7
2	53	At/above	8.3	7.5	19.6	13.2	25.5	24.5	21.3	15.1	21.7	15.1
		Below	91.7	92.5	80.4	86.8	74.5	75.5	78.7	84.9	78.3	84.9
3	50	At/above	1.8	10.0	10.5	6.0	12.3	10.0	12.3	8.0	10.5	6.0
		Below	98.2	90.0	89.5	94.0	87.7	90.0	87.7	92.0	89.5	94.0
4	44	At/above	1.9	6.8	5.6	4.5	7.4	4.5	11.1	9.1	3.7	4.5
		Below	98.1	93.2	94.4	95.5	92.6	95.5	88.9	90.9	96.3	95.5
5	58	At/above	9.8	3.4	1.9	0.0	9.4	8.6	9.4	0.0	3.8	1.7
		Below	90.2	96.6	98.1	100.0	90.6	91.4	90.6	100.0	96.2	98.3
6	47	At/above	11.1	2.1	8.1	10.6	18.9	19.1	5.4	8.5	5.4	6.4
		Below	88.9	97.9	91.9	89.4	81.1	80.9	94.6	91.5	94.6	93.6
7	33	At/above	8.3	15.2	2.6	9.4	10.5	15.2	7.9	6.1	2.6	9.4
		Below	91.7	84.8	97.4	90.6	89.5	84.8	92.1	93.9	97.4	90.6
8	32	At/above	13.3	6.3	16.7	9.4	20.7	3.1	10.0	9.4	13.8	3.1
		Below	86.7	93.8	83.3	90.6	79.3	96.9	90.0	90.6	86.2	96.9
Total	363	At/above	8.2	7.4	8.1	8.8	14.2	15.2	11.3	11.4	8.4	9.2
		Below	91.8	92.6	91.9	91.2	85.8	84.8	88.7	88.6	91.6	90.8
			Grade Equivalent Median Scores, by Grade									
1	46		1.0	1.0	1.3	1.1	1.1	1.3	0.9	1.0	1.1	1.3
2	53		1.6	1.7	2.1	2.0	1.7	2.4	1.9	2.1	2.0	2.1
3	50		2.5	2.2	2.7	2.4	3.0	2.9	2.2	2.3	2.6	2.5
4	44		3.1	3.0	3.5	3.5	3.7	3.7	3.4	3.1	3.4	3.3
5	58		4.3	3.6	4.2	4.0	5.0	4.7	4.3	4.0	4.4	4.2
6	47		5.4	5.3	5.3	5.3	6.0	6.0	5.1	4.9	5.5	5.4
7	33		6.2	5.7	6.0	6.1	6.7	6.6	6.0	5.3	6.1	6.1
8	32		7.8	7.0	7.7	6.8	7.8	7.0	6.6	6.5	7.5	6.7

ITBS Results, by Racial/Ethnic Background, Gender and Low-Income

Percentage of Students At/Above National Norms

	ELIGIBLE FOR FREE/REDUCED PRICE LUNCH						NON-ELIGIBLE					
	Reading Comprehension		Math Problem Solving		Math Total		Reading Comprehension		Math Problem Solving		Math Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Black	33.3	0.0	0.0	0.0	33.3	0.0	6.7	7.9	10.3	13.0	8.6	10.0
Hispanic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Am. Ind.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	33.3	0.0	0.0	0.0	33.3	0.0	6.7	7.9	10.2	13.0	8.5	9.9

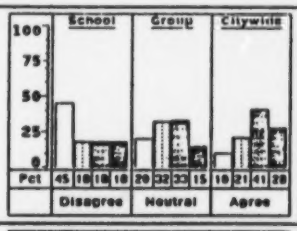
Results on the Goal Assessment Program Tests

	Reading			Mathematics			Language Arts		
	Gr 3	Gr 6	Gr 8	Gr 3	Gr 6	Gr 8	Gr 3	Gr 6	Gr 8
Band	092-128	130-190	149-205	064-108	119-163	121-165	119-163	197-241	185-245
Mean Score	110	160	177	86	141	143	141	219	215
% Top Quartile	0	5	3	5	0	3	0	12	3
% Third Quartile	0	12	14	2	7	7	9	21	24
% Second Quartile	17	24	31	2	24	14	21	42	45
% Bottom Quartile	83	60	52	91	69	76	70	26	28

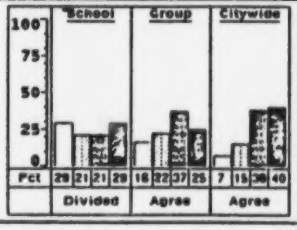
APPENDIX F
SCHOOL PROFILE - TEACHER'S REPORT 1991

Safety

(37)
My students feel safe coming to and going from this school.

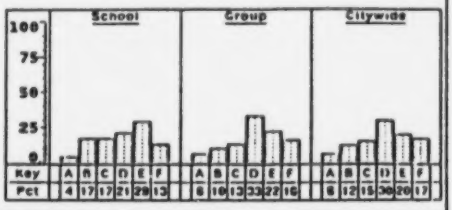


(38)
I feel safe coming to and going from this school.



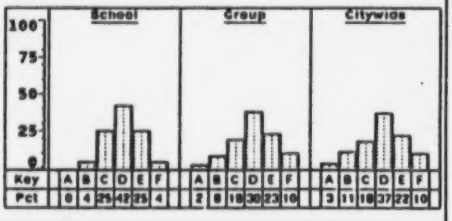
(41)
On a typical day, how many times is your classroom disrupted by student misbehavior?

KEY
A = Never
B = Once
C = Twice
D = 3-4 times
E = 5-9 times
F = 10 or more times



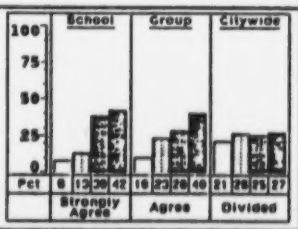
(42)
On a typical day, how many times is your classroom interrupted by announcement, messengers from the office, students coming in tardy, noise in the hallway, etc.?

KEY
A = Never
B = Once
C = Twice
D = 3-4 times
E = 5-9 times
F = 10 or more times

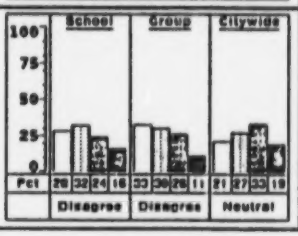


Order

(39)
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls or cafeteria) in this school interferes with my teaching.

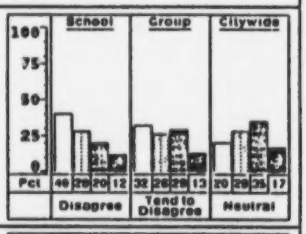


(40)
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

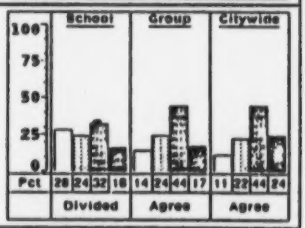


Collegiality

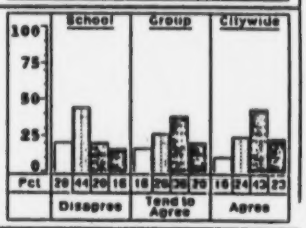
(43)
This school seems like a big family. Everyone is close and cordial.



(44)
Staff members support and encourage each other at this school.

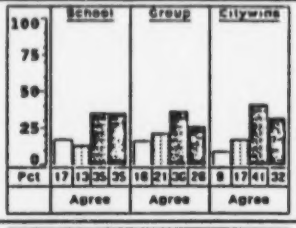


(45)
There is a great deal of cooperative effort among staff members.

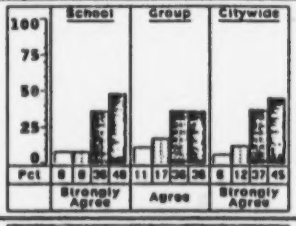


School Leadership

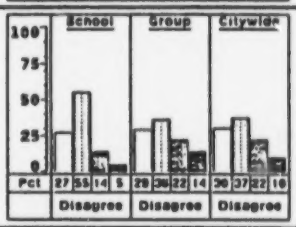
(57) Staff are supported and encouraged in this school.



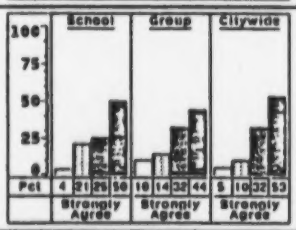
(58) The principal lets staff members know what is expected of them.



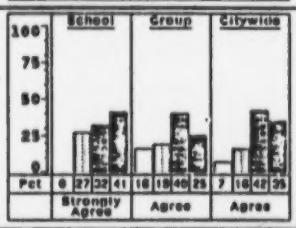
(59) Too often, decisions made by staff committees are ignored or reversed by building administration.



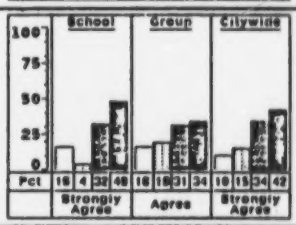
(60) The principal does a good job of getting resources for this school.



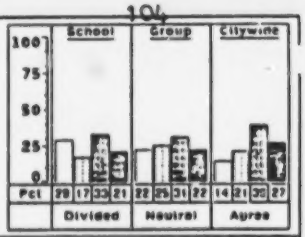
(61) The administration and teaching staff collaborate toward making the school run effectively.



(62) I have the support of the school administration in enforcing school rules.

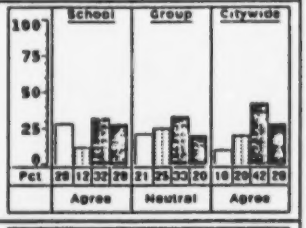


(63) Staff members are recognized for a job well done.

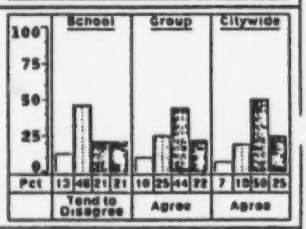


School Mission

(64) Goals and priorities for the school are clear.

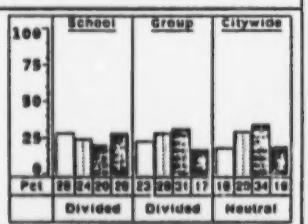


(65) Most of my colleagues share my beliefs and values about what the central mission of this school should be.

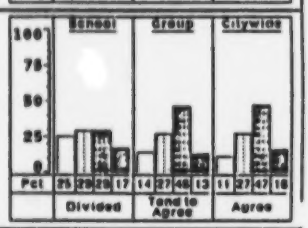


Parent Involvement

(66) I receive a great deal of support from parents for the work I do.



(67) Parents respect teachers in this school.



BEST COPY AVAILABLE

APPENDIX G
SURVEY OF PUPILS

Survey of Pupils Room _____

Directions: Write Yes or No beside each action. Write Yes if you think the action is involved with Decision Making. Write No if you think the action does not require Decision Making.

Action	Involved with Decision Making	Not Involved With Decision Making
Making Choices		
Appropriate Responses		
Staying Out of Trouble		
Fighting Often		
Obeying Rules		

APPENDIX H
SURVEY OF PUPIL ATTITUDES

Survey of Pupil Attitudes

Boy _____ Girl _____ Room _____

Directions -

Place a check under Yes or No to express your feelings about each statement.

Statements	Yes	No
1. I attend school because I enjoy it.		
2. I like myself because I am special.		
3. Other pupils don't like me.		
4. Drugs should not be in schools.		
5. All drugs can be bad, if abused.		
6. School is a safe place.		
7. My community is drug free.		
8. I want to grow up and remain drug free.		
9. Some drugs may be prescribed by a doctor for medical reasons.		
10. I believe in saying No to drugs.		

APPENDIX I

SURVEY - PREVENTIVE SUBSTANCE ABUSE PROGRAM

Survey - Preventive Substance Abuse Program

Directions: Please answer the following statements by circling the response which best matches your opinion. Your comments are encouraged and you need not identify yourself.

5 = Strongly Agree
4 = Agree
3 = Disagree
2 = Strongly Disagree
1 = No Opinion

☐ parent ☐ teacher ☐ administrator ☐ career service

☐ community person ☐ LSC ☐ PTA ☐ _____

The Substance Abuse Program (Curriculum)	Circle One	Comments
1. provides age appropriate pupil activities and alternatives.	5 4 3 2 1	
2. involves parents/community and teachers.	5 4 3 2 1	
3. includes information adequate for the area.	5 4 3 2 1	
4. emphasizes self-esteem and decision making	5 4 3 2 1	
5. consists of a locally developed supplementary curriculum guide.	5 4 3 2 1	

The Substance Abuse Policy	Circle One	Comments
1. is appropriate for a drug free environment.	5 4 3 2 1	
2. is fair and attainable.	5 4 3 2 1	
3. represents a plan to deter drug use.	5 4 3 2 1	
4. adequately involves parent/guardian, and others.	5 4 3 2 1	
5. represents a cooperative venture.	5 4 3 2 1	

The School Handbook	Circle One	Comments
1. is comprehensive in nature.	5 4 3 2 1	
2. adequately informs the parents of rules, regulations, and procedures.	5 4 3 2 1	
3. presents the drug-policy adequately.	5 4 3 2 1	
4. is a good school resource.	5 4 3 2 1	
5. sets forth the mission of the school.	5 4 3 2 1	

The Parent Ambassadors/ Parent Patrol	Circle One	Comments
1. is a good preventive component of the program.	5 4 3 2 1	
2. enhances the classroom activities	5 4 3 2 1	
3. provides for the safety of the total environment.	5 4 3 2 1	
4. is an important link to the community.	5 4 3 2 1	
5. provides a valuable service to the school.	5 4 3 2 1	

The Parent/teacher Workshops/Planning	Circle One	Comments
1. helps to encourage parent/teacher partnerships.	5 4 3 2 1	
2. provides for parental involvement at a higher level.	5 4 3 2 1	
3. has the potential to help parents, pupils, and teacher.	5 4 3 2 1	
4. is an important component to a preventive drug program.	5 4 3 2 1	
5. should be continued.	5 4 3 2 1	

APPENDIX J
PARENT APPLICATION

September 28, 1992

Dear Ms. _____

Your name has been submitted to serve on the School Patrol/Ambassador Team.

It is truly an honor to serve in this capacity to help the school provide a safe drug free environment for the pupils. In addition, the parents will work with the teachers for one 40 minute period per week in the classroom. A stipend will be provided for the parents who participate.

The first meeting will be held Friday, October 2, 1992 at 1:30 in Room 114. Please complete the form below to indicate your acceptance of this position and your attendance at the meeting. Please return the form to the Main Office by 10/30/92.

Sincerely,

Principal

School

Dear

____ I will gladly serve on the School Patrol/Ambassador Team.
____ I will attend the meeting on 10-01-92 at 1:30 p.m.
____ I will not be able to attend the meeting, but I will participate in the program.

Name_____ Phone_____
Address_____ Apt._____
Child's Name_____
Room_____ Grade_____

Our Children...Our Future

APPENDIX K
PARENT ACCEPTANCE LETTER

ACCEPTANCE LETTER

SCHOOL AMBASSADOR/SCHOOL PATROL

ROOM_____GRADE_____

TEACHER_____

Dear_____:

Thank you for agreeing to serve on the School Ambassador/ School Patrol.

The School Patrol will begin soon and will require a few hours of your time on a weekly basis. It is anticipated that you will patrol the school grounds from 8:30 a.m.to 9:00 a.m. and 2:30 p.m. to 3:00 p.m. daily. Also, we hope that you will devote 40 minutes per week to assist your assigned teacher during the substance abuse instruction.

The School Patrol will begin_____and your teacher will notify you of the date and time of the classroom instructions.

Please plan to continue to attend the Teacher/Parent Training classes as announced.

Your help in this project will help to create a safe environment for the boys and girls.

Arm bands, jackets, and ID cards will be available in the next few weeks.

Sincerely,

APPENDIX L
SCHOOL AND PUPIL NEEDS ASSESSMENT
1993

WHO RESPONDED?

51 Parent of a student at this school
0 High school student at this school
9 Volunteer at this school
1 Community resident of this school
1 Principal of this school
1 Assistant principal or other administrator at this school.
19 Teacher at this school
0 Teacher aide at this school
1 Non-instructional staff at this school: secretay, clerk, bus aide, engineer, janitor, food service, SCR, etc.
1 Auxiliary staff at this school: counselor, librarian, social worker, psychologist, nurse, etc.

11 Local School Council (LSC)
25 Parent/Teacher groups (PTO, PTA, etc.)
0 Vocational Advisory Council
0 Bilingual Advisory Council
10 Professional Personnel Advisory Committee (PPAC)
1 ESEA Chapter 1 Parent Advisory Council (PAC)

1 No response

Approximate overall response rate: 52 percent.
Number of forms returned: 76

They were describing the needs of:

students' educational program--
9 preschool
27 general instuctional program
17 special education
3 vocational education
1 advanced placement
1 alternative education
10 ESEA (federal) Chapter 1
0 bilingual program
1 desegregation (Options for Knowledge) program
0 gifted program
0 other program
26 no response

students' special education category--
0 ECEH - Early childhood handicapped
8 LD - Learning disabled
4 EMH, TMH - Mentally handicapped
0 HOH, DF - Hard of hearing or deaf
0 PH - Physically handicapped
0 PS, VI - Partially sighted or blind
5 EBD - Behavior disordered or emotionally disturbed
4 Sp/L - Speech or language impaired
0 TBI - Traumatic brain injury
0 Autistic
0 OHI - Other health impaired

level of students' handicap--
8 mild or moderate
3 severe or profound

students' grade--
5 preschool
14 kindergarten
8 grade 1
7 grade 2
15 grade 3
11 grade 4
10 grade 5
11 grade 6
6 grade 7
7 grade 8
1 grade 9
0 grade 10
0 grade 11
0 grade 12
0 graduate
1 ungraded
13 all grades at this school
8 no response

	Percent "Yes"
Will most of the students at this school graduate from high school?	84
Does this school have a good climate for learning?	92
Is this school's educational program of high quality?	84
Does this school's education program meet your child's or students' needs?	92

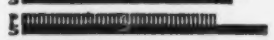
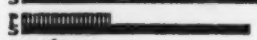
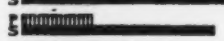
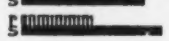
For each item below, are things at your school now better or worse than a year ago?	Percent		
	Better	Worse	No change
Curriculum	79	3	18
Quality of instruction	76	0	24
Students' academic progress	67	3	30
Discipline	85	9	6
Safety	75	3	22
Social activities offered by school	74	9	17
Condition of classrooms	61	6	33
Appearance of building and grounds	59	3	38
Staff's dedication	79	3	18
Staff's expectations for students	77	3	20
Parent's expectations for students	80	0	20
Students' enthusiasm	63	6	31
Quality of training for staff	70	3	27
Quality of training for parents	69	3	28
Parent participation	60	3	37
LSC leadership	63	3	34
Inclusion of special needs students in the general instructional program	68	4	29

INSTRUCTIONAL PRIORITIES

C1. What academic outcomes are most important for students at this school?

	Persons responding		Percent P = Parents S = Staff 0----------50----------100
	Number	Percent	
reading skills	48	63	
ability to study independently	38	50	
writing skills	31	41	
listening skills	30	39	

C2. What non-academic outcomes are most important for students at this school?

ability to cope with peer pressure	47	62	
respect for self and others	46	61	
self-discipline	26	34	
positive self-image	23	30	
self-confidence	22	29	
a love of reading	21	28	

D. Which of these, if any, should get more emphasis in this school's preschool/ kindergarten curriculum?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
following spoken directions	34	45	
listening skills	34	45	
getting along with others	33	43	
vocabulary development	33	43	
reading readiness skills	31	41	
mathematics readiness skills	30	39	

E. Which of these, if any, should get more emphasis in this high school's curriculum?

computer skills	24	32
language arts mechanics	22	29
algebra	21	28
family life	19	25
advanced placement courses	17	22
biology	15	20
writing skills	15	20
higher-order thinking skills	14	18

F. Which of these, if any, should get more emphasis in this elementary school's curriculum?

reading skills	45	59
mathematics problem-solving	36	47
writing (composition) skills	35	46
computer skills	34	45
listening skills	31	41
mathematics computational skills	28	37
vocabulary	27	36
family life	25	33

L. Which areas of student development, if any, need improvement at this school?

self-esteem	44	58
emotional	28	37
social	26	34

V. Which of these, if any, are needed to improve this school's intructional program?

strategies for helping the underachiever	36	47
overcoming attitude and self-esteem problems of students	25	33
maintaining a well-rounded program	19	25
better identification of gifted students	17	22

R. Which of these reform goals and objectives, if any, does this school need help in implementing?

increasing student achievement levels	34	45
increasing student attendance	31	41
increasing parental involvement	29	38
increasing student graduation rate	22	29
reducing class size	21	28
providing athletic programs for pride and dropout reduction	20	26

W. Which supplemental services, if any, do special education students need at this school?

	Persons responding		Percent P = Parents S = Staff 0----------50----------100
	Number	Percent	
tutoring	31	41	
behavior therapy, behavior management	26	34	
improving self-concept	23	30	
mathematics	21	28	
counseling, guidance	19	25	
daily living skills; independent living	19	25	
social skills: peer, adult interaction	18	24	
computers, software, adaptives	18	24	

K. Which special programs, if any, do you feel are most needed at this school?

tutoring	35	46	
truancy and dropout prevention	33	43	
reading improvement programs	29	38	
drug abuse prevention program	26	34	
coping with gangs	24	32	
school-age pregnancy prevention	23	30	
after-school interest clubs	22	29	
summer academic program	20	26	

P. Which groups of students, if any, should receive more attention or resources?

failing students	41	54	
potential dropouts	35	46	
early childhood students	27	36	

PROFESSIONAL DEVELOPMENT AND STAFF

S1. Which areas, if any, should the staff work on to improve instruction?

	Persons responding		Percent P = Parents S = Staff 0----------50----------100
	Number	Percent	
communicating with the home	29	38	
motivating students	24	32	
using better teaching strategies	23	30	
relating effectively to students	23	30	

S2. What inservice training, if any, do classroom teachers need most in your school?

team building (parents, teachers, community, etc.)	33	43	
student underachievement	26	34	
dropout prevention	22	29	
parent involvement	22	29	
motivating students	22	29	
programs for gifted students	20	26	
classroom discipline	20	26	

BEST COPY AVAILABLE

U. Which services or positions, if any, need more staff at this school?

	Persons responding		Percent P = Parents S = Staff 0----------50----------100
	Number	Percent	
attendance officer	27	36	P S
school and teacher aides	26	34	P S
volunteers	24	32	P S
security	23	30	P S
counselor	21	28	P S
social workers	19	25	P S
general educational program	16	21	P S
health aides	16	21	P S

Y. What skills, if any, should the principal improve as the instructional leader and building manager?

motivating staff	25	33	P S
communication with teachers	23	30	P S
communication with parents	22	29	P S
school discipline	19	25	P S
getting community involvement	18	24	P S

Z. What areas, if any, does the Local School Council (LSC) most need information about at this time?

budget and funding	24	32	P S
Board of Education's policies and procedures	21	28	P S
monitoring school improvement plan	20	26	P S
educational programs	19	25	P S
LSC roles and responsibilities	18	24	P S

PROBLEM AREAS

B. Which of these problems, if any, most affect this school?

	Persons responding		Percent P = Parents S = Staff 0----------50----------100
	Number	Percent	
gangs	48	63	P S
drugs	42	55	P S
poverty	34	45	P S
violence	30	39	P S

Q. Which, if any, are continuing problems at this school?

lack of supplies	27	36	P S
interrupted lessons	18	24	P S
lack of supportive services for students with special needs	16	21	P S
inconvenient meeting times	15	20	P S

BEST COPY AVAILABLE

X. Which of these problems, if any, affect special education at this school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
delays in assessment	17	22	
lack of placement spaces	15	20	
parent participation in the total process	15	20	
lack communication between reg program & special staff	13	17	
lack of parent approval for placement	12	16	

O. Which of these problems, if any, exist in the classroom you know best?

overcrowding	28	37	
chairs and desks	20	26	
work space	17	22	

T. Which of these environmental problems, if any, should be investigated at this school?

lead or mercury-based paint	23	30	
water quality	18	24	

FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

A. Which of these, if any, are most needed in the school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
classroom supplies	40	53	
computers	39	51	
musical instruments	35	46	
mathematics materials	33	43	
science equipment, supplies	29	38	
chairs and desks	27	36	

G. Which of these, if any, are most needed at this school?

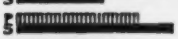
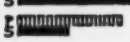
reading texts (basal readers)	45	59	
mathematics texts	38	50	
workbooks	37	49	
English texts	34	45	
library books	26	34	
social studies texts	25	33	
health and safety texts	18	24	
history texts	17	22	

J. What, if any, are the most important physical needs at this school?

gym	32	42	
play area	28	37	
heating	26	34	
washrooms	22	29	
teacher preparation area	18	24	
window repairs	15	20	

BEST COPY AVAILABLE

H. Which, if any, make you feel unsafe this school?

	Persons responding Number	Percent	Percent P = Parents S = Staff 0----------50----------100
gang members	32	42	
strangers	28	37	
possession of weapons	20	26	

I. Which, if any, should be better supervised at this school?

halls	32	42	
school grounds	25	33	
washrooms	24	32	
lunchroom	21	28	

M. Which, if any, are safety problems at this school?

streets around school	40	53	
playground	24	32	
parking areas	19	25	
abandoned buildings around school	16	21	

N. What, if any, are problems in carrying out the discipline code?

rules not enforced	30	39	
lack of parental support	27	36	
follow-up not swift enough	22	29	

BEST COPY AVAILABLE